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AUTHOR	Mamarchev, Helen L.; Pritchett, Beverly
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ABSTRACT

This collection of ERIC document resumes is designed to assist counselors and other educational personnel involved in the development and maintenance of career guidance programs. The materials presented are a result of a computer search covering the ERIC data base from November 1966 through May 1978. The documents provide examples of exemplary programs, practices and materials in the area of career development. To simplify the reader's search for relevant information, a Program Analysis Matrix is provided to analyze each program noted in the ERIC citations, in terms of its special target population, education level, focus, materials, methods, and geographic location. (Author/HLM)

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CAREER DEVELOPMENT: PROGRAMS AND PRACTICES

searchlight

Relevant Resources in High Interest Areas

Helen L. Mamarchev &
Beverly Pritchett

ERIC®

CAREER DEVELOPMENT: PROGRAMS AND PRACTICES

Helen L. Mamarchev & Beverly Pritchett

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC data base
November 1966 through May 1978

The work presented herein was performed pursuant to a contract from the
National Institute of Education
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ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE

School of Education
The University of Michigan
Ann Arbor, Michigan

1978

INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights--computer searches of the ERIC data base on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Searchlights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. This year we have gone one step further.

Choosing the nine topics which were in most demand by our ERIC users, we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data.

The nine areas chosen for this special treatment are the following:

Divorce and One-Parent Family Counseling

Career Resource Centers

Counseling the Exceptional: Handicapped and Gifted

Violence in the Schools

Career Development: Programs and Practices

Group Guidance

Evaluation of Counselor Effectiveness

Mid-Career Change: An Overview of Counseling Practices and Programs

Counseling for Preretirement

The computer search is included in each Searchlight as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these Searchlights are slightly different from the others. The ones entitled "Mid-Career Change" and "Counseling for Preretirement" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.

This explains the difference between our current series of Searchlights and previous ones. If you find the narrative helpful--more helpful than just the basic search--we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

Garry R. Walz
Director, ERIC/CAPS

Libby Benjamin
Associate Director, ERIC/CAPS

CAREER DEVELOPMENT: PROGRAMS AND PRACTICES

Helen L. Mamarchev and Beverly Pritchett

Since the introduction of the term "career education" in 1971 by Sidney Marland, then U.S. Commissioner of Education, career development programs have steadily gained importance in schools across the nation. Both Federal and state funds have been allocated for the design and implementation of such programs, and many state legislatures have even gone so far as to mandate their development.

Growth of Career Development Programs

The purpose of this analysis is to familiarize the reader with the basic components of a wide variety of existing career development programs. It should be useful to those responsible for developing and implementing such programs, as well as to researchers in this area.

Issues and Trends

One of the most important trends is the recognition that career development in fact means human development. This represents a move away from the traditional view of career education that the individual should be matched to a particular job which he or she should then perform for a lifetime. Instead, career development is seen as a continuous process of increasing awareness, exploration, and decision-making. The following model translates this broad career development philosophy into a workable structure for career education programs.

Broader Perspectives

Career Education Model

grade level	program focus
1. elementary	career and self-awareness: emphasizes understanding of what jobs are and how they relate to individual preferences
2. middle school/ junior high	career and self exploration: emphasizes examination of career alternatives, as well as personal capabilities and desires
3. high school	career planning, decision-making and preparation: emphasizes making specific career/life choices and designing strategies for full implementation

4.	postsecondary	career implementation and reassessment: emphasizes continued exploration of career/life alternatives

Specific applications of this model are presented in the following section.

Analysis of Programs and Practices

A computerized search of the ERIC system has revealed a large number of exemplary programs, practices, and materials. To simplify the reader's search for relevant information, a Program Analysis Matrix has been set up, analyzing each program in terms of: special target population, education level, program focus, materials, methods, and geographic location. When a program of interest is located in the Matrix, further information can be found by looking for the corresponding ED number in the Abstracts Section at the conclusion of this monograph. (Abstracts appear in descending ED numerical order.)

In addition, a bibliography on vocational orientation and exploratory programs (ED 033 255) and a bibliography of K-6 career education materials (ED 073 287) are included in the Abstracts Section.

PROGRAM ANALYSIS MATRIX

ED number	special population	education level	focus	materials/ methods	location
ED 147 635		junior high	help teachers implement occupational clusters approach	instructional modules	Virginia
ED 147 577	prisoners	adult education	model for planning, implementing, and evaluating programs of adult career education in corrections		Hawaii
ED 147 485		grade 9	administrators' workbook for program implementation	World of Related Knowledge and Educational Development Program	New Jersey
ED 146 386		elementary	career awareness for students; inservice training for teachers; establishment of a career center	Products: Course of Study/ Curriculum Guide	Nevada
ED 145 253		secondary	career exploration programs coordinated with business and industry		National Alliance of Businessmen Career Guidance Institute
ED 145 245		grade 11	cooperative school/community work experiences	independent study, class study and on-the-job experiences	Pennsylvania

ED number	special population	education level	focus	materials/ methods	location
ED 145 207	rural	elementary/ secondary	model for infusing career education into rural school curriculum		Washington
ED 145 204		grades K-14	reduction of student absenteeism and dropout rates by introducing career education	elementary school store; junior high in-school and on-the-job work experiences; high school volunteer hospital intern program	Maryland
ED 145 169		secondary	handbook on student internship programs		Maryland
ED 145 097		elementary/ secondary	collection of exemplary practices in career education: planning, management, staff development, curriculum development, instructional services, community involvement, evaluation		California
ED 143 880		junior high	career exploration	Careers and You--program package of preparatory vocational courses	Virginia
ED 143 827		elementary	administrators' guide for career awareness program implementation		Nevada

ED number	special population	education level	focus	materials/ methods	location
ED 143 801		high school graduates	pre-employment and placement activities	field-tested materials in four areas: data, preparation, placement, and follow-up	Ohio
ED 143 791	handicapped adolescents	secondary	response to needs of those who prepare handicapped students for employment	descriptions of a number of commercial materials	Indiana
ED 142 814		junior high	development of a summer Career Exploration program		Kentucky
ED 142 744		junior high	design and implementation of an occupational exploration program	details and instructional prototypes for setting up labs in business and office occupations, environmental occupations, and service occupations	North Carolina
ED 141 998	handicapped students	secondary	practicum for vocational education awareness program	use of interdisciplinary team to prepare students to function in a personalized placement program	Georgia
ED 141 607		elementary/ secondary	development of a joint school-community program for occupational exploration	recruitment and training of community members to make them available to classroom teachers	Oregon

ED number	special population	education level	focus	materials/ methods	location
ED 139 922		secondary	development of a model career counseling and placement program which could be readily evaluated and replicated		Mississippi
ED 136 061		junior high	local school leaders' guide for developing a career exploration program		Idaho
ED 136 055		grades 4-6; grades 7-12; and adult	computer-based career guidance and counselor-administrative support system: Project DISCOVER	guidance development and technical development	Illinois
ED 136 037		secondary	instructional program including student work experience	cooperative efforts among local business, industry, and schools	Michigan
ED 136 018		elementary/ secondary	career education counseling in the schools	K-6: career awareness and orientation; junior high: career resource areas; senior high: career guidance and placement	Texas
ED 135 795		higher education	preservice/inservice school-based teacher education model	three-phase professional growth experience, relating career choice, school and community	Ohio

ED number	special population	education level	focus	materials/ methods	location
ED 134 843		elementary/ secondary	systematic development of transportable career education components	staff training, curriculum revision, instructional resources, career information centers, community resource center, coordination of services	Montana
ED 134 703		high school	coordinated efforts of a high school, vocational school and a four-year college	use of mass communications to teach a high school English course in radio-television communication careers	Kentucky
ED 134 699		junior high	guide for implementing a combined career exploration/industrial arts program	student-managed learning; "open shop" structure with self-contained activity areas	Oregon
ED 133 600	rural adults	adult education (over age 16)	career education activities for unemployed, underemployed, mid-career, high school dropouts, parents, women	classes, group sessions, counseling, material displays, tours, testing, informational meetings	Wisconsin
ED 133 565	rural schools	elementary/ secondary	introduction of career education concepts into the schools	K-7: career awareness; 8-9: career orientation and exploration; 10-12: job preparation, training, counseling and referral	Arkansas

ED number	special population	education level	focus	materials/ methods	location
ED 133 478		elementary/ secondary	development of an occupational information program at all levels to adapt to changes in the local labor market	career awareness, orientation and exploration activities; job placement for exiting students	Puerto Rico
ED 131 325		elementary/ secondary	coordination of career education project for 12 independent school districts, a parochial school and a junior college	planning and implementation, occupational awareness, occupational investigation, career exploration, intensive group guidance, placement and followup	Texas
ED 130 071		middle schools	reports of existing career-related resources in Boston, and the further implementation of career exploration programs		Massachusetts
ED 130 003		elementary	two transportable model career education projects, emphasizing guidance, counseling and developmental activities		New York
ED 129 676		high school	business/school cooperation to expose students to various careers and let them experience economic processes	program in which students spent several weeks in business, industrial and manufacturing firms, alternating with classroom seminars	Mississippi

ED number	special population	education level	focus	materials/ methods	location
ED 128 614	potential dropouts	high school	alternative high school program preparing students for productive, satisfying careers	three-phase program including orientation, exploratory field experiences, and advanced specialized experiences	Pennsylvania
ED 126 391	small high schools	secondary	career guidance program design, development and implementation model		California
ED 126 319		elementary/ secondary	development of a total career education continuum model	language-experience-based awareness; hands-on exploration; competency-based preparation	Pennsylvania
ED 126 280		elementary/ secondary	handbook introducing a collection of career education materials available from Michigan Department of Education		Michigan
ED 124 844		community college	guide to developing and conducting career awareness miniseminars	group career guidance sessions integrated into regular course work	Michigan
ED 124 794		elementary/ secondary	research and development career education project	career exploration lab; "shadowing" work experience program	Arkansas

ED number	special population	education level	focus	materials/ methods	location
ED 124 743		elementary/ secondary	career education project to help students make sound career decisions	dissemination, data collection, staff utilization, and staff development	Mississippi
ED 121 991	rural	elementary/ secondary	use of human and natural resources to develop community resource facilities as learning centers for career awareness	field trips, lesson cards, guest speakers, mini-courses, work-site placement	New Hampshire
ED 121 932	handicapped/ special needs students	elementary/ secondary	design of a system of coding behavioral objectives to document the skills that could be attained by special needs students	coding use of consultants, development of instruments, publications, conferences, in-service training	Massachusetts
ED 119 065	adults: Manpower clients		pilot project to help Manpower clients decide on occupational goals and be placed in suitable programs		Canada
ED 118 949		elementary	guide for developing career awareness program	graded activities for self-perception, integration of occupational information into the curriculum and into cocurricular activities	Washington

ED number	special population	education level	focus	materials/ methods	location
ED 118 934		elementary	familiarization of students, teachers, administrators, parents, and board members with the concept of career awareness through personal involvement	inservice staff development programs, instructional programs, materials and curriculum development	Oregon
ED 115 836	minority youth and adults	elementary/ secondary and out of school	establishment of pilot programs in entrepreneurial career awareness and training for youth and adults		Task Force on Education and Training for Minority Business Enterprise
ED 115 785		middle school	program to develop students' career aspirations	series of teacher-guided projects; dialogues with resource persons; field trips; pupil-created projects; hands-on activities	Pennsylvania
ED 115 784		middle school	program for developing career appraisal insights in students	planning; vocational orientation and development activities; career and industry orientation programs; industry trips, including school followup; faculty orientation programs; career resource center	Pennsylvania

ED number	special population	education level	focus	materials/ methods	location
ED 114 680		elementary	development of career awareness resource materials	14 graded multi-use resource packages, containing physical activities and supporting media; each emphasizes a cluster of occupations	Washington
ED 114 610	prospective employers of work experience students	grades 7-12	description of two types of programs, including background information for prospective employers	(1) work exposure : job site observation, no pay or credit (2) work experience program: 8 hrs/week on the job, with pay and credit	Arizona
ED 113 539		grades 9-10	outline of self-exploration and occupational information activities to help local agencies develop vocational exploration programs	information for assessing individual programs, identifying occupational groupings, and instructional program planning	West Virginia
ED 112 030		secondary	voluntary flexible, alternative career exploration programs	program in which students go to business and industrial "career sites" for observation, internship, released time, holiday or part-time employment	North Dakota
ED 110 761		elementary	career education program which involves the total community	self, community, and world-of-work awareness; seminars, minicourses, worksite placement, assistance to teachers in writing and testing their own career awareness lessons	New Hampshire

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ED number	special population	education level	focus	materials/ methods	location
ED 110 638	rural schools	elementary/ secondary	career education program which involves the total community	self, community, and world-of-work awareness; seminars, mini-courses, worksite placement; assistance to teachers in writing and testing their own awareness lessons	New Hampshire
ED 109 417		secondary	"cluster concept" program stressing broad preparation for a series of related occupations, rather than depth in a single category		Illinois
ED 106 559	vocational high school students	secondary	career awareness course (45 sessions)	seminars, discussions, testing devices, films, slides, individual research projects	North Dakota
ED 105 167		elementary	decision-making skills, self-direction, career awareness and basic skills	individualized instruction	Rhode Island
ED 098 391		secondary	design of career education materials for pupils and teachers	eight-section foundation course based on issues of a newspaper, used as starting points for lessons	Great Britain

ED number	special population	education level	focus	materials/ methods	location
ED 098 284		elementary/ secondary	exemplary vocational education program	elementary, junior high and high school materials	Arizona
ED 089 069		secondary	competency-based programs of exploratory experiences introducing the concept of community service	local community college used as a community resource; 18 mini-courses in five curriculum divisions	Nebraska
ED 087 910		elementary/ secondary	implementation of a continuous occupational information program in grades 1-12	teacher-made lesson plans, hands-on activities, inservice workshops, use of community resources	Kentucky
ED 079 950	illiterate youth (ages 14-21)		computer-assisted instructional literacy development program for career-oriented youth	computer-directed instructional units, criterion checks, and tests	Pennsylvania
ED 079 652		elementary/ secondary	"The Georgia Plan": concept of career education as cutting across all program areas and achieving many educational objectives	developmental career education program stressing integrated learning, self development and value principles	Georgia
ED 073 318		middle school/ junior high	information, ideas, examples and guidelines for an orientation and exploratory career education program	definition, rationale, program suggestions; use of behavior objectives and community resources; suggested curriculum	Kentucky

ED number	special population	education level	focus	materials/ methods	location
ED 073 251		elementary-adult	career education model program	six major components of project implementation, including sample integrated project activities	Wisconsin
ED 073 249		elementary	developmental career orientation program for an integrated curriculum	"real-life" activities, field trips, resource speakers; a teacher workshop to provide an overview of the program	Connecticut
ED 068 709	slow learners/ disadvantaged youth	secondary	interdisciplinary career assessment program to provide relevant instruction, including increasing self-understanding and vocational exploration	cluster concept; correlation of classroom materials to occupational assessment and skill training	Connecticut
ED 068 634	adults	post-secondary and adult	model to introduce the essential elements and concepts of career education into the curriculum	charts, text and activities on the eight elements and 16 concepts of career education	Wisconsin
ED 067 454	rural; rural-urban; urban	elementary/ secondary	three model vocational education programs in different settings	on-the-job training, field trips, resource speakers, audiovisual programs, new curriculums in industrial arts and home economics	Kansas

ED number	special population	education level	focus	materials/ methods	location
ED 064 516		secondary; higher education; adult	The Self Directed Career Program, an inexpensive vocational guidance program	materials, descriptions and sources	Maryland
ED 061 421		secondary	exemplary occupational skills program as a regular part of the comprehensive school curriculum	courses; staff development workshops	Washington
ED 046 041	educable retarded adolescents	secondary	program encompassing vocationally-oriented enrichment activities for the target population	role playing, counseling, films, interests, tours, teaching units	Wisconsin

Implications for Counselors

From the Program Analysis Matrix, it is clear that a large body of material on the subject of career education programs already exists. Counselors should be aware that a wide range of program types, addressed to the needs of various populations and grade levels, is already available to them, and they should review them prior to initiating or designing programs in their own settings. Although no program can or should be adopted as is, many activities and materials can be adapted by the counselor for his/her own use. In short, there is no need to re-invent the wheel!

Profit from others' experience

Finally, counselors should recognize that, by taking an active part in the development of career education programs, they can make a major contribution to the total educational process, thereby working to meet the demands for accountability placed on today's educational institutions.

Summary

Career development deals with all aspects of life development and can be implemented through specific career development programs. Most such programs are concerned with occupational awareness, occupational exploration, decision-making, self-awareness, and work experience, or a combination of these elements. The Program Analysis Matrix provides the reader with a general overview of a number of such programs, as well as references to more detailed program abstracts. Despite many differences of structure and method, all these programs attempt to prepare the individual not for a preordained "niche" but for a lifelong process of intelligent occupational and personal decision-making.

Career development as a lifelong process

Print 40/5/1-121
DIALOG File1: ERIC 66-MAY78 (Item 1 of 121) User1210 17may78

EJ169060 AA527033
Sweden's Vocational Strategy
Carlson, Richard
American Education, 13, 7, 9-11,14 Aug/Sep 77
Every young Swede, irrespective of goal or inclination, is exposed to the work world and the community through a blend of career and vocational-education programs. (Editor)
Descriptors: *Program Descriptions/ *Comparative Education/ *Work Experience Programs/ *Elementary Secondary Education/ *Vocational Development/ Educational Change/ Sex Discrimination/ Case Studies (Education)
Identifiers: *Practical Work Orientation Program/ *Sweden

EJ168996 AA526968
Probation Program Planning for Youthful Offenders
Weinberg, Henry
Intellect, 106, 2387, 58-61 Aug 77
Describes a program of early intervention in the cases of youthful adult offenders appearing before a district court that was developed by a probation officer, a career developer, an administrative assistant-coordinator, and three probation aides in the Brockton, Massachusetts district court. (Author/RK)
Descriptors: *Program Planning/ *Probation Officers/ *Court Cases/ *Vocational Development/ *Program Descriptions/ *Evaluation Methods/ Youth Problems/ Problem Solving/ Program Development
Identifiers: *Youthful Offenders

EJ163729 AA526684
Career Guides for the Arts and Humanities
Roth, Edith Brill
American Education, 13, 5, 14-5 Jun 77
It's a slippery area where footing is easily lost and where more than talent--time, persistence, and guts--is needed before one can beat the odds and make a place for one's self. (Editor)
Descriptors: *Career Awareness/ *Fine Arts/ *Humanities/ *Career Education/ *Program Descriptions/ Program Guides/ Occupational Guidance/ Occupational Information/ Teacher Attitudes
Identifiers: *Technical Education Research Center/ *Massachusetts (Cambridge)

EJ156551 AA525291
VIP's: Very Important Parents
Yohe, Dorothy J.
Teacher, 94, 3 64-5 Nov 76
Career awareness. Economics. Applause Mothers and fathers present their own version of show and tell to an enthusiastic audience. (Editor)
Descriptors: *Parent Student Relationship/ *Parent School Relationship/ *Career Awareness/ *Elementary School Students/ *Program Descriptions/ Parent Participation/ Learning Activities/ Occupational Information

EJ153165 CE505906
Agribusiness Career Exploration Winner
Gutshall, Bill
Agricultural Education, 49, 6, 129-130 Dec 76
Describes the planning, development, status, and instructional materials used in a career awaremess program in agribusiness in Chillicothe, Missouri. The four classes in the program and the results of an appraisal are also described. (HD)
Descriptors: *Agribusiness/ *Career Awareness/ *Career Exploration/ *Program Development/ Vocational Education/ Elementary Secondary Education/ Agricultural Education/ Off Farm Agricultural Occupations/ Curriculum Development/ Program Descriptions

EJ152409 SP505168
Work Experience: A Redefinition
Scharf, Peter; Wilson, Thomas
Theory Into Practice, 15, 3, 205-13 Jun 76
The traditional concept of work-study programs as a lower-class, menial task, rote-learning program is undemocratic and nonproductive in terms of developmental growth and should be restructured to provide interactional cognitive development and a broad range of career option experience to all students. (MB)
Descriptors: *Work Study Programs/ *Program Development/ *Career Awareness/ *Cognitive Development/ Work Experience Programs/ Moral Values/ Instructional Programs/ Democratic Values/ Educational Theories/ College Preparation
Identifiers: Gary Plan/ Micro Society School

EJ143994 AA523205
Citings on the Educational Horizon
Mathies, Lorraine
Educational Horizons, 53, 4, 186-87 Sum 75
Descriptors: *Educational Development/ *Program Descriptions/ *Vocational Development/ *Community Education/ *Scholarly Journals/ Educational Problems/ Educationally Disadvantaged/ Educational Planning

DIALOG File1: ERIC 66-MAY78 (Item 8 of 121) User1210 17may78

EJ140894 CE505205
A Recipe That Works
Lawson, Dorothy
Illinois Career Education Journal, 33, 2, 6-9 Win 76
The author describes the major features and background related to implementing a career education program within an established educational program, which were involved in the establishment of a national demonstration site at the Comprehensive Illinois Occupational Education Center Project at Cumberland School District No. 77, Toledo, Illinois. (Ex)
Descriptors: *Career Education/ *Vocational Development/ *Demonstration Centers/ *Program Development/ *Demonstration Projects/ Student Needs/ Occupational Clusters/ Occupational Information/ Program Evaluation
Identifiers: *Comprehensive Illinois Occup Educ Center Project/ CIOEDC

EJ135612 CE504696
Vocational Teachers Team Up to Provide Career Exploration
Horner, James T.; Douglas, Richard L.
Agricultural Education Magazine, 48, 10, 233,239 Apr 76
A junior high career exploration program has been developed through the cooperation of vocational and non-vocational teachers and school administrators. It utilizes community resources and hands-on experiences. (LH)
Descriptors: *Program Content/ *Career Exploration/ *Program Development/ *Educational Programs/ *Junior High Schools/ Agricultural Education/ Secondary Education

EJ135609 CE504693
Environmental Laboratory--Means of Exploration in N.C.
Robinson, Ward R.
Agricultural Education Magazine, 48, 10, 228-9,232 Apr 76
A description of the Occupational Exploration program implemented in North Carolina in 1970 for grades 7 through 9 is presented. The Environmental Laboratory, which includes the Agribusiness and Natural Resources Occupational cluster, is emphasized. (LH)
Descriptors: *Educational Objectives/ *State Programs/ *Laboratories/ *Career Exploration/ *Program Descriptions/ Agricultural Education/ Secondary Education/ Junior High Schools/ Natural Resources/ Agribusiness
Identifiers: North Carolina

EJ135606 CE504690
Career Study on the Job
Tech, Harold C.
Agricultural Education Magazine, 48, 10, 223,225 Apr 76
The junior high school and senior high school students in Seymour, Wisconsin, have an opportunity to explore the world of work through a six-year program of career education, with an on-the-job training program for seniors. Only the agricultural program is described at the 9-12 grade levels. (LH)
Descriptors: *Program Content/ *Work Experience Programs/ *Secondary Education/ *Program Descriptions/ *Career Exploration/ Career Education/ Agricultural Education/ On the Job Training
Identifiers: Wisconsin (Seymour)

EJ135605 CE504689
High School Beef Farm is Career Education Center
Herren, Ray
Agricultural Education Magazine, 48, 10, 222,225 Apr 76
The beef farm at Gaylesville High School, Gaylesville, Alabama, has provided an opportunity for students to gain work experience in a variety of areas including construction, animal care, and packing plant procedures. (LH)
Descriptors: *Supervised Farm Practice/ *Vocational Agriculture/ *Work Experience Programs/ *Program Descriptions/ *Career Exploration/ Student Experience/ Educational Programs/ Vocational Education/ Agricultural Education/ Livestock

EJ130510 AA521922
An Effective Career Education Course
Beck, Georgiana; And Others
Education, 96, 1, 20-3 F 75
Article presented a plan for ninth grade exposure to the career education cluster concept utilized in Monrovia, California. (Editor/RK)
Descriptors: *Career Education/ *Course Descriptions/ *Student Development/ *Program Planning/ *Career Exploration/ Charts/ Student Motivation/ Self Concept/ Cluster Grouping

EJ128947 CE504209
Issues and Principles in Career Exploration
Ristau, Robert A.
Balance Sheet, 57, 4, 162-4 Dec 75/Jan 76
Career exploration is seen as taking an increasingly important part in career education programs, with grades 6 through 10 benefitting from separate or infused courses. Ten basic requirements and twelve objectives regarding career exploration programs are listed. The article is the first in a series of four. (LH)
Descriptors: *Career Exploration/ *Program Development/ *Educational Objectives/ *Career Education/ Educational Programs/ Program Planning/ Elementary Secondary Education

DIALOG File1: ERIC 66-MAY78 (Item 15 of 121) User1210 17may78

EJ120481 CE503248
Career Awareness--A Reality
De Spain, Tom
Career Education Digest, 2, 5, 12-4 Mar/Apr 75
The main thrust of the Oklahoma City career awareness component is directed at fifth grade students, with major emphasis centering on a locally- produced, weekly television show. The project has drawn positive teacher and student response. (Author/JB)
Descriptors: *Grade 5/ *Program Descriptions/ *Instructional Media/ *Television/ *Career Awareness/ Career Education/ Elementary Education/ Vocational Development

EJ120479 CE503246
Career and Self Awareness in the Elementary Schools
Detrick, Ronald L.; Chialtas, Chiris T.
Career Education Digest, 2, 5, 7-10 Mar/Apr 75
The CHOICE Project (Children Have Options in Career Education) in San Diego schools for K-12 is discussed. The project represents an attempt to integrate career awareness with the grade level curriculum in order to expand the students' awareness of career options and to help them choose careers. (JB)
Descriptors: *Career Education/ *Integrated Curriculum/ *Elementary Secondary Education/ *Program Descriptions/ *Career Awareness/ Vocational Development/ Career Choice
Identifiers: *Project CHOICE

EJ118857 CE503143
The School Nurse Practitioner
Igoe, Judith Bellaire
Nursing Outlook, 23, 6, 381-4 Jun 75
Denver's four-month intensive course in primary health care for experienced nurses serving in disadvantaged areas, followed by inservice training with regular consultation available from a local physician, has produced school nurse practitioners who extend the traditional role to include comprehensive evaluations, management of minor illnesses, and students' health education.
Descriptors: *Vocational Development/ *Program Descriptions/ *School Nurses/ *Medical Education/ *Disadvantaged Youth/ Nurses/ Nursing/ Professional Services/ Child Care/ Family Counseling
Identifiers: *Nurse Practitioners/ School Nurse Practitioners

EJ117179 CG508575
Field Testing a Comprehensive Career Guidance Program, K-12
McKinnon, Byron E.; Jones, G. Brian
Personnel and Guidance Journal, 53, 9, 663-667 May 75
This article describes the rationale, developmental framework, needs assessment, and evaluation of the comprehensive career guidance project in Mesa, Arizona. (Author)
Descriptors: *Career Education/ *Vocational Development/ *Program Descriptions/ *Program Development/ Elementary Secondary Education/ Program Evaluation/ Counselor Role

EJ113774 CE502677
The Mission of Career Guidance: Definition and Leadership
Bottoms, Gene
American Vocational Journal, 50, 3, 50-2 Mar 75
Dr. Bottoms discusses the type of leadership required of the American Vocational Association's Guidance Division to produce a comprehensive developmental and integrated program of career guidance in terms of what the program should entail and how it should be achieved. (bP)
Descriptors: *Guidance Programs/ *Vocational Development/ *Program Development/ *Professional Associations/ *Agency Role / Career Education/ Vocational Education/ Educational Philosophy/ Educational Objectives/ Vocational Counseling
Identifiers: *American Vocational Association/ Career Guidance

EJ113573 AA520259
Sentence Building with Manipulative Board Cards
Murray, Elizabeth A.
Instructor, 84, 7, 66-9 Mar 75
Author used an innovative method to help students improve on their sentence building. (RK)
Descriptors: *Sentences/ *Program Descriptions/ *Elementary School Students/ *Vocational Development/ *Student Development

EJ112153 CE502530
Health Careers Clubs: New Jersey's Pioneering Approach
Moore, Elizabeth V.
American Vocational Journal, 49, 8, 60-1,68 Nov 74
Health career clubs can increase public knowledge and understanding of health matters, improve the image and status of health workers, and attract qualified recruits to health occupations educational programs. The article traces the development of the health career club concept in New Jersey. (Author/MW)
Descriptors: *Health Occupations/ *Career Awareness/ *Health Occupations Education/ *Program Descriptions/ *Youth Clubs/ Vocational Development/ State Programs/ Community Health
Identifiers: Health Career Clubs/ New Jersey

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EJ108855 CG508089
Vocational-Educational Counseling Practices: A Survey of University Counseling Centers
Graff, Robert W.; And Others
Journal of Counseling Psychology, 21, 6, 579-580 Nov 74
This study assessed vocational-educational counseling at university counseling centers. Master's level staff and practicum students did most of the vocational counseling: innovative practices were few; and research and evaluation were limited. (Author)
Descriptors: *Surveys/ *Counseling Services/ *Vocational Development/ *Program Descriptions/ *Educational Counseling/ Research Projects/ Innovation/ Evaluation Methods/ Higher Education

EJ105273 AA519328
Development Of The Career Technical Park Concept
Riordan, Paul J.; Dunnink, Dirk M.
Thrust for Education Leadership, 4, 1, 8-12 Oct 74
Described a concept designed to weld education and the technical/business community together in a cooperative effort to provide education which is relevant and student serving. (Author/RK)
Descriptors: *Vocational Development/ *Educational Objectives/ *Program Descriptions/ *Changing Attitudes/ *Career Education/ Diagrams
Identifiers: *Career Technical Park Concept

EJ097462 CE501061
Planning Ahead for Careers
Roney, Robert K.; Achilles, Charles M.
Manpower, 6, 5, 28-32 May 74
Dropout rates and employment problems are subsiding in Memphis due to a career education program started under Project SPAN in twenty target schools. The program evolves from grade one through high school and includes such things as field trips, films, speakers, work study programs, computer assisted career information, and job placement. (DS)
Descriptors: *Career Education/ *Program Development/ *Vocational Development/ *Pilot Projects/ Career Planning/ Occupational Guidance/ Vocational Education/ Computer Assisted Instruction/ Success Factors
Identifiers: *Start Planning Ahead Now

EJ076970 VT504738
Exploring Careers with Guidance and Industrial Arts
Sullivan, James A.; Wood, Tom
Industrial Education, 62, 4, 32-34 Apr 73
Descriptors: Career Education/ *Career Planning/ Grade 10/ Grade 9/ *Industrial Arts/ *Occupational Guidance/ *Pilot Projects/ *Program Descriptions
Identifiers: *Career Exploration

EJ076087 VT504811
Operation Bridge
Bockman, David C.
School Shop, 32, 8, 88-89 Apr 73
A program of career exploration for disadvantaged youth is part of a federally-funded project called Operation Bridge.'' (Author)
Descriptors: *Disadvantaged Youth/ Educational Objectives/ Learning Activities/ *Program Descriptions/ *Skill Development/ Teacher Qualifications/ Vocational Counseling/ *Vocational Education
Identifiers: *Career Exploration

EJ076080 VT504803
New Solution to an Old Problem
Meyer, Hal R.; Trohan, John A.
School Shop, 32, 8, 62-63 Apr 73
A description of a program of industrial arts in a junior high school that explores career possibilities as an introduction to career education. (MU)
Descriptors: *Career Education/ Construction Industry/ Educational Objectives/ *Industrial Arts/ *Junior High Schools/ Learning Activities/ Mass Production/ *Program Descriptions/ Student Centered Curriculum
Identifiers: *Career Exploration

EJ075262 VT504613
Career Exploration: Why, When, and How--Part II
Ristau, Robert A.
Balance Sheet, 54, 6, 244-250 Mar 73
Descriptors: *Business Education/ Business Education Teachers/ *Career Education/ Educational Needs/ Occupational Clusters/ *Program Development/ *Teacher Role
Identifiers: *Career Exploration

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EJ069484 VT504400
Career Education: Turn Student On In The Middle School and Junior High
Adams, Willie
Agricultural Education Magazine, 45, 8, 174,177 Feb 73
Lists five functions that should be executed in order to carry out a successful career exploration program for junior high and/or middle school students. (SB)
Descriptors: *Career Education/ Decision Making Skills/ *Junior High Schools/ Middle Schools/ Occupational Information / *Program Development/ *Program Effectiveness/ Self Concept/ Vocational Counseling
Identifiers: *Career Exploration

EJ069432 VT504402
Junior High School Agriculture In Urban America
Bennett, Dale; Reinhold Charles
Agricultural Education Magazine, 45, 8, 176,177 Feb 73
Descriptors: Agricultural Education/ *Junior High Schools/ *Program Descriptions/ Student Organizations/ *Urban Areas/ *Vocational Agriculture
Identifiers: *Career Exploration

EJ069430 VT504399
Vocational Education In The Junior High School
Moodie, Ralph
Agricultural Education Magazine, 45, 8, 173 Feb 73
Descriptors: *Agricultural Education/ *Employment Opportunities/ *Junior High Schools/ *Program Descriptions/ Vocational Education
Identifiers: *Career Exploration

EJ068869 VT504349
Making Education Relevant To Employers Needs
Payton, Robert; Sunstram, Robert
Canadian Vocational Journal, 8, 3, 13-18 F 72
This article looks as seven programs which simulate real-life situations and involve themselves outside the campus environment (Author)
Descriptors: Cocurricular Activities/ *College Programs/ *Program Descriptions/ *Relevance (Education)/ *Simulation/ *Vocational Development
Identifiers: Canada/ *Niagara College of Applied Arts and Technology

EJ060159 VT503776
Elementary School Implements Comprehensive Career Education Program
Cargile, Lee L.
Thrust for Education Leadership, 1, 5, 30-32 Apr 72
Descriptors: *Career Education/ Educational Opportunities/ Educational Philosophy/ *Elementary Grades/ *Program Descriptions/ School Community Relationship/ Self Concept/ *Vocational Development
Identifiers: Career Orientation/ *Program Implementation

EJ060152 VT503767
California and Career Education
Riles, Wilson
Thrust for Education Leadership, 1, 5, 4-5 Apr 72
Descriptors: Adult Education/ *Career Education/ Elementary Grades/ *Integrated Curriculum/ Post Secondary Education/ *Program Descriptions/ Secondary Grades/ *Vocational Development
Identifiers: California

EJ060022 VT503773
Eight Steps For Developing A Career Ed Program
Fuller, Robert W.
Thrust for Education Leadership, 1, 5, 21-23 Apr 72
Descriptors: Advisory Committees/ *Career Education/ Curriculum/ *Educational Change/ Educational Philosophy/ Faculty Recruitment/ *Program Development/ Program Evaluation/ Student Needs/ *Vocational Development

EJ056575 VT503516
Junior High: The Exploratory Years
Gambino, Thomas W.
American Vocational Journal, 47, 3, 56-57 Mar 72
New Jersey schools offer a variety of career exploration programs to capitalize on youth's natural curiosity and physical energy. (Editor)
Descriptors: Activity Units/ *Career Education/ *Intermediate Grades/ Junior High Schools/ Occupational Clusters/ Occupational Information/ *Program Descriptions/ Program Development
Identifiers: Career Awareness/ *Career Exploration

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EJ056573 VT503514
The Need for Math Seemed Endless
Smith, Joel
American Vocational Journal, 47, 3, 50-51 Mar 72
Sixth-graders in Cobb County's career awareness program are finding that school actually does have something to do with the real world. (Editor)
Descriptors: Activity Units/ *Career Education/ English Instruction/ Grade 6/ Mathematics Instruction/ *Occupational Clusters/ *Program Descriptions/ Social Sciences/ *Vocational Development
Identifiers: *Career Awareness

EJ015694 VT501177
Block-Time Approach Meets Student Needs
Sawaia, Josephine
Bus Educ Forum, 24, 5, 10-12 70 Feb
Descriptors: Individualized Instruction/ *Office Occupations Education/ *Program Descriptions/ Program Development/ Role Playing/ *Student Needs/ *Time Blocks/ *Vocational Development
Identifiers: Arizona/ Scottsdale High School

EJ011919 VT500937
Career-Oriented Curriculum: Cobb County Model
Creas, Alton C.
Amer Vocat J, 44, 9, 17 69 Dec
The curriculum for kindergarten through college and continuing education must serve all: "the college-bound student, the soon-to-be-married student, and the student heading for the labor market upon high school graduation. (JK/Author)
Descriptors: *Demonstration Programs/ *Prevocational Education/ *Program Descriptions/ *Vocational Development/ Vocational Education
Identifiers: *Cobb County Public Schools/ Georgia

EJ007793 VT500664
What Makes Instruction Vocational
Carlson, Keith
Agr Educ Mag, 42, 4, 100 69 Oct
Descriptors: *High School Students/ *Program Descriptions/ *Vocational Agriculture/ *Vocational Development
Identifiers: Belmond High School/ Iowa

ED147635 08 CE014122
Proposed Teacher Training Program and Instructional Materials for Clusters Approach to Career Orientation Project.
Fardig, Glen E.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
Mar 77 16p.; For related documents see CE 014 090-092 and CE 014 121-122
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The proposed plan for providing teacher training to implement the occupational clusters approach to career orientation in Virginia schools consists of four phases. Phase I is a two- or three-day regional workshop for teachers about to implement the program. During the two weeks of phase II teachers begin the program in their school classrooms, applying skills acquired in the workshop and using the teacher's guide and student workbooks provided for the student course, "A World of Choices--Careers and You." Phase III takes place as the program continues and involves the teachers in developing competencies through completion of three instructional modules at their own school site. Achievement will be evaluated by resource persons observing the teacher in the actual school setting. The final seminar, phase IV, will provide opportunity for additional group training and/or sharing of problems, solutions, and ideas during the latter part of the semester-long training program. Materials to be developed are the workshop module and the three instructional modules. (JT)
Descriptors: *Career Exploration/ *Inservice Teacher Education/ Junior High Schools/ Learning Modules/ Occupational Clusters/ *Program Design/ State Programs/ *Teacher Workshops
Identifiers: Virginia

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ED147577 08 CE013982
Perspectives for Career Education in Corrections.
Ryan, T. A., Ed.
Hawaii Univ., Honolulu.
75 452p.; For a related document see CE 013 987
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$24.77 Plus Postage.
One of the products resulting from the Adult Career Education in Corrections Program of the University of Hawaii (a national effort initiated in 1972 and implemented within a regional framework with local participation), this volume is intended to serve as a supplemental resource for use with a generalized model (see related note) for planning, implementing, and evaluating programs of adult career education in corrections. The volume is comprised of articles divided into seven major topical areas which correspond to the seven major functions of the model: establish conceptual framework (fourteen articles), process system information (three articles), assess needs for career education (two articles), define/develop goals/subgoals/objectives (three articles), formulate adult career education plan (eight articles), implement adult career education plan (sixteen articles), and evaluate adult career education system (one twenty-page article). The articles were written by a wide range of professionals in the fields of corrections, education, economics, sociology, and psychology. (SH)
Descriptors: Administrative Change/ Administrative Personnel / Adult Education/ Adult Vocational Education/ *Career Education/ *Correctional Education/ Correctional Rehabilitation/ Delivery Systems/ Educational Objectives/ Job Placement/ *Models/ Motivation/ Needs Assessment/ Prisoners/ *Program Development/ Program Evaluation/ *Program Planning/ Staff Improvement/ *Vocational Development/ Vocational Rehabilitation

ED147561 CE013901
A Study of Supervised Occupational Experience Programs of Iowa Vocational Agriculture Students.
Williams, David L.
Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.
77 107p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
This report reviews activities of a research project having the following objectives: identify selected personal characteristics of Iowa vocational agriculture students; determine how important students thought their vocational agriculture supervised occupation experience (SOE) was in developing occupational abilities; and determine how important students thought selected factors were in developing their SOE. The list of thirty-eight occupational abilities studied are presented, as well as a list of eighteen factors studied. A twenty-eight-page review of literature is presented first, followed by a description of the methodology for sampling, data collection (three-part questionnaire administered to a statewide sample of 300 senior high school students), and analysis of data. Findings are outlined in three sections: (1) personal characteristics of students in terms of types of SOE of students, occupational plans, educational plans, home locations of students, and years of vocational agriculture; (2) importance of developing occupational abilities; and (3) importance of factors in developing SOE. Sections 2 and 3 describe data analysis in terms of last type of SOE, occupational plans, educational plans, and home location. Conclusions are presented and recommendations include the following: The type of occupational abilities a student desires to develop should be considered in developing an SOE program, and instructors should include in their program of study instruction on selecting, planning, and conducting SOE for beginning vocational agriculture students. (BL)
Descriptors: Agricultural Education/ Educational Research/ Farm Occupations/ Field Experience Programs/ High School Students/ Job Skills/ *Program Development/ Program Evaluation / Program Improvement/ Senior High Schools/ Skill Development/ *Student Attitudes/ *Student Characteristics/ Student Experience/ Student Opinion/ *Supervised Farm Practice/ *Vocational Agriculture/ *Vocational Development
Identifiers: *Iowa

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ED147485 CE013264
WORK-ED (World of Related Knowledge and Educational Development). Manual for Administrators.
Hackensack Public Schools, N.J.
Aug 76 70p.; For a related document see CE 013 265
Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Office of Program Development.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
This manual is designed for the administrator or coordinator responsible for implementing the World of Related Knowledge and Educational Development (WORK-ED) program in a school district. (The program is a career education course of study for ninth graders designed to enable students who have not chosen the traditional college prep high school course to make career choices based on occupational information and ability to select goals.) The manual details all steps necessary to implement the program and provides the measuring devices for evaluating the program's success. Information and strategies necessary to achieve the program goals are discussed and include the following: rationale, objectives, needs assessment, resource specifications and start-up costs, staff involvement, training, surveys of students, teachers/counselors, community, and evaluation. Appendixes contain samples of all written materials necessary to implement the WORK-ED program. (TA)
Descriptors: Administrator Guides/ Career Education/ Community Involvement/ *Curriculum Development/ Educational Administration/ *Educational Alternatives/ Educational Objectives/ Educational Strategies/ *Grade 9/ Guidance Programs/ Measurement Instruments/ Needs Assessment/ Occupational Clusters/ *Program Administration/ Program Costs/ Program Descriptions/ *Program Development/ Program Evaluation / Secondary Education/ Staff Role/ *Vocational Development

ED146386 08 CE013317
Elko County School District. Career Awareness Project. Final Report.
Elko County School District, Nev.
Mar 75 233p.; Best copy available
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.: V361009L
Grant No.: OEG-0-73-2915
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
A project was undertaken (1) to develop and implement a program at the elementary school level (K-6) that would increase the career awareness of students and (2) to improve the guidance and counseling services at all grade levels. To achieve the goals, the following strategy was developed: develop a curriculum for a career awareness program in three selected pilot elementary schools which enrolled 1,374 students and fifty teachers, conduct inservice training for the teachers to enable them to implement the program, and establish a career guidance committee to develop a career guidance component for all grades. The project resulted in the successful implementation of the career awareness program at the elementary school level, the provision of inservice training to the teachers, the establishment of a career center to provide support to staff and students, and the development of two products, Course of Study and Curriculum Guide. (The appendix, comprising most of the report, contains the Course of Study and Curriculum Guide. The course of study includes separate career awareness units for K-6, Educable Mentally Retarded (EMR), Art, Music, and Special Education (Grades 7, 8, and 9). The Curriculum Guide consists of supplementary teaching materials and lesson plans for use with sixty-eight career awareness films on different occupations. (EM)
Descriptors: Behavioral Objectives/ *Career Awareness/ *Career Education/ Curriculum Guides/ Elementary Secondary Education/ Exceptional Persons/ Films/ Learning Activities/ Program Descriptions/ *Program Development/ Program Evaluation / Resource Guides
Identifiers: Nevada (Elko County)

ED145253 CE013443
Career Explorations. Schools-Business-Industry. Guidelines for Implementation.
Dayton Univ., Ohio.; National Alliance of Businessmen, Washington, D.C.
77 9p.; National Alliance of Businessmen Career Guidance Institute (University of Dayton, Dayton, Ohio, August 15-19, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Strategies for implementing career exploration programs into schools and cooperating hosts from business and industry are suggested in this short booklet. Content is presented in outline form and covers the following three topics: Organization of Guidelines for Exploration of Business and Industry (Schools--communication, preparation of students, and schedule students into site; Business--communication, industry preparation, and schedule student into site); Implementation of Exploration in Schools; and In Schools and Industry Evaluation and Follow-Up of Hands-on Experience. (SH)
Descriptors: *Business/ *Career Exploration/ Industry/ *Program Development/ Program Evaluation/ Program Guides/ *School Community Cooperation/ *School Industry Relationship/ Secondary Education

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ED145245 08 CE013356
A Pilot Study in a Cooperative School/Community Effort to Enhance Realistic Student Vocational Choice and Awareness as well as Personal Development in a Transition to Adulthood through a Meaningful "Action Learning" Program. Final Report.
Napolitan, Richard R.
North Hills School District, Pittsburgh, Pa.
28 Sep 77 85p.; Not available in hard copy due to poor reproducibility of the original document
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Bureau No.: 20-6803
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
A project involving thirty-nine eleventh grade students was undertaken at a senior high school to plan and initiate a community-based action learning program to provide students with a meaningful cooperative school-community work learning experience. Specific curriculum requirements were met through a combination of independent study, interdisciplinary study, or traditional classroom study, and students were evaluated twice during the eighteen-week semester on the accomplishment of objectives established by the student, advisor, and field site representative. Twelve project outcomes indicated that the program has become an alternative to the traditional school: Students' attitudes toward school became more positive; results in the Vocational Maturity Inventory Scale indicated increased career awareness; field site sponsors and parents sent numerous data to verify students' increased self-esteem and confidence; and plans have been established to develop many of the outcomes into a model for a community-based learning program. (The appendix, comprising one-half of the report, includes an application form; placement and sponsor's participant agreement forms; a typical field site resume; seminar objectives; curriculum objectives for English, social studies, and physical education; evaluation data results; and program and student evaluation questionnaires.) (EM)
Descriptors: *Career Exploration/ *Cooperative Programs/ Educational Alternatives/ Educational Objectives/ Grade 11/ Models/ Program Design/ *Program Development/ *Program Effectiveness/ Program Planning/ School Community Programs/ Secondary School Students/ Senior High Schools/ Student Evaluation/ *Vocational Development
Identifiers: Pennsylvania (Pittsburgh)

ED145207 08 CE013043
The Original American Early Morning Primer. A How-To-Do-It Guide for Implementing Career Education in Rural Schools.
McKinley, Cindy
Cashmere Consolidated School District, Wash.
77 112p.; Photographs will not reproduce well
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Intended to serve primarily as a guideline, this manual presents an example of how one rural school system restructured its curriculum to integrate career education into the program. Based on flexibility and adaptation, it presents six areas for consideration: (1) the eight elements of career education; (2) the advantages and disadvantages of career education in rural schools; (3) creating career education curriculum; (4) total staff involvement, with emphasis on the roles of instructional media specialists, guidance personnel, and administrators; (5) public relations: involving community and parents; and (6) evaluating the program. An index is provided and a bibliography is appended. (BL)
Descriptors: Administrator Role/ *Career Awareness/ *Career Education/ *Career Exploration/ Curriculum Development/ Elementary Secondary Education/ Guidance Personnel/ Guidelines / Media Specialists/ Parent Participation/ Parent School Relationship/ *Program Development/ Program Evaluation/ Program Guides/ Program Improvement/ Public Relations/ *Rural Schools/ School Community Relationship/ Staff Role

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ED145204 08 CE013036
Research and Development Project in Career Education K-14. Final Report.
Allen, Audrey S.
Baltimore City Public Schools, Md.
2 Jun 75 158p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.: V361060L
Grant No.: OEG-0-73-2997
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Objectives of a career education research and development program were to reduce student absenteeism and dropout rates in seven Baltimore schools (four elementary, two junior high, and one high school) by initiating and developing career awareness at the elementary level; providing occupational information, personal development, and career exploration experiences in junior high schools; developing a high school cooperative education program with the community college; and involving the parents in development of the career education program. The primary conclusion was that the one-year program made a decisive impact on the participating students and was considered a success by all involved. Recommendations include providing inservice career training to all school personnel, initiating cooperative teacher education programs with local colleges and universities, and developing staff inservice education programs concerning public and private sectors of the employment community. The body of the report (twenty-three pages) includes brief descriptions of several project components, e.g., an elementary school store, junior high in-school and on-the-job work experiences, the high school volunteer intern program with the University of Maryland hospital, and a three-day workshop for teacher education faculty and students held at Coppin State College. Sample report forms, teacher guides and lesson plans, workshop agendas, and parent questionnaires are contained in a 104-page appendix. (BL)
Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ College School Cooperation/ Cooperative Programs/ Elementary Secondary Education/ Inservice Teacher Education/ Internship Programs/ Junior Colleges/ Occupational Guidance/ Parent Participation/ *Program Development/ School Districts/ Teacher Workshops/ *Vocational Development/ Work Experience Programs
Identifiers: Maryland/ *Maryland (Baltimore)

ED145169 CE012842
Administrative Handbook on Student Internships.
Parker, Lois; And Others
Montgomery County Public Schools, Rockville, Md. Div. of Career and Vocational Education.
77 47p.; Parts of appendixes may reproduce marginally
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Designed to assist administrators, teachers, and counselors with the development, implementation, and administration of a student internship program, this administrative handbook begins with a program description of an internship program in Montgomery County, Maryland, in which students are released from school for part of the day or part of the school year to complete a nonpaid career education assignment in business, government, industry, research, or social service. The policies, procedures, and related information needed to assist in the development of an effective student internship program are presented including information about goals and objectives, types of programs, administrative guidelines and responsibilities, coordinator responsibilities, student selection and enrollment, credit and grading policies, legal and insurance issues, and safety and transportation issues. The appendixes include sample forms for evaluation, application, placement, and attendance, copies of Maryland child labor laws, workmen's compensation law regarding work permits, and child labor laws regarding hazardous occupations, and a schedule of the internship offerings in Montgomery County Public Schools. (BM)
Descriptors: Administrator Guides/ Business/ *Career Education/ *Career Exploration/ Educational Alternatives/ Field Experience Programs/ Government (Administrative Body)/ Industry/ *Internship Programs/ Legal Responsibility/ *Program Administration/ *Program Coordination/ *Program Development/ Program Guides/ Research/ School Policy/ Secondary Education/ Social Services
Identifiers: Maryland/ Maryland (Montgomery County)

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ED145097 08 CE012263
Implementing Career Education. Exemplary Practices in California Public Schools.
California State Dept. of Education, Sacramento.
77 71p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65, plus 6% sales tax for California residents)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
The collection of California's exemplary practices in career education included in this document was chosen because each one illustrates an exemplary practice in a specific aspect of career education. It is also noted that each practice has demonstrated effectiveness and each can be replicated without unusual additional resources. Following the first two chapters, which discuss career education in general (definitions, basic concepts, common misunderstandings, change strategies, and concerns for the future) and career education in California (report of the Commission for Reform of Intermediate and Secondary Education (RISE), goal statements and career clusters), each of the remaining chapters discusses and describes exemplary practices/projects in one of the following areas: planning, management, staff development, curriculum development, instructional services, guidance services, community involvement, and evaluation. (SH)
Descriptors: *Career Education/ *Career Exploration/ Community Involvement/ Curriculum Development/ Curriculum Planning/ *Demonstration Projects/ Elementary Secondary Education/ Guidance Services/ Inservice Teacher Education/ Instructional Materials Centers/ Program Administration/ *Program Descriptions/ Program Development/ Program Evaluation / Program Planning/ *Program Validation/ Senior High Schools/ Simulation/ Staff Improvement/ Teaching Methods
Identifiers: *California

ED143880 08 CE012661
Alternatives to Contemporary Exploratory Programs. Final Report.
Ressler, Ralph
Virginia Polytechnic Inst. and State Univ., Blacksburg.
Mar 77 33p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
The goal of a project was to survey the vocational divisions of state departments of education across the nation in order to provide the vocational division of Virginia with information upon which to base decisions concerning the development of its vocational exploratory program. A search of the literature was done and an ERIC search completed. Using Project Baseline, "sister" states were identified. All states were contacted and several were visited to uncover such information. Based upon those states actively involved in developing a continuum of occupational education from orientation through postsecondary vocational education, recommendations were that (1) a policy/philosophy statement be generated; (2) a staff function/position bear responsibility for the exploratory program; (3) the exploratory program be developed in phases; (4) eventually, a fundable, exploratory package be developed, articulated to "Careers and You" as well as to preparatory vocational courses; and (5) that an evaluation plan be put into effect to measure progress and results of the orientation and exploratory program. Ten pages of comparative tables and charts are appended, as well as sample telephone forms used in requesting information from state supervisors, service area directors, and state accreditation officers. (Author/BL)
Descriptors: Career Education/ *Career Exploration/ Demonstration Projects/ Educational Practice/ Intermediate Grades/ Junior High Schools/ Middle Schools/ National Surveys/ *Policy Formation/ Program Development/ Program Effectiveness/ Program Evaluation/ *Program Planning/ Staff Role/ State Departments of Education/ State Programs/ State Surveys/ *Statewide Planning/ Statistical Data/ *Vocational Education
Identifiers: *Virginia

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ED143827 08 CE012401
Administrator's Guide to Career Education in the Elementary School.
McGinley, Gerry P.
Nevada Univ., Reno. Research and Educational Planning Center.; Washoe County School District, Reno, Nev.
27p.
Sponsoring Agency: Nevada State Dept. of Education, Carson City. Div. of Vocational-Technical and Adult Education.; Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
This document provides a step-by-step guide to assist administrators in implementing a career awareness development program on the elementary level. First the program is described by the four basic attitudes and ten overall objectives which underlie all the program activities. Then the administrative responsibilities are presented under the following areas of consideration: funding, contacts, time, implementation, organization, personnel, space, supply and materials, and evaluation. These administrative responsibilities are divided into standard and optional categories so that each district or school can adapt the guide to its individual needs and resources. Finally the basic concepts for an elementary (K-6) career awareness development program are listed according to grade level. (BM)
Descriptors: Administrator Guides/ *Administrator Responsibility/ Articulation (Program)/ *Career Awareness/ *Career Education/ Educational Objectives/ Elementary Education/ Facility Requirements/ Instructional Materials/ Personnel Needs/ *Program Administration/ Program Costs/ *Program Development/ Program Evaluation/ Program Length/ Supplies

ED143801 CE012130
A Guide for Counselor Involvement in Pre-Employment and Placement Activities.
Akron-Summit County Public Schools, Ohio. Job Placement Dept.
77 145p.; Best copy available
Available from: Akron-Summit County Public Schools Job Placement Department, 482 Grant Street, Akron, Ohio 44311 ($10.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Procedures, practices, and materials contained in this guide for counselors have been field tested and successfully used in a variety of school settings. The guide has two major sections. The first section deals with the development of the original project and includes discussion of student needs assessment, staff assessment, and establishing priorities/meeting needs. The second section deals with the four components of the placement process, covered separately with accompanying field tested practices, procedures, and materials. Components are (1) data (student data, community resources, career resource file, employer data, post-high school training and education, and resource center), (2) preparation (pre-employment preparation, job seeker errors, attitude and employability, a practitioner's point of view, pre-employment materials, developing a mini-unit format, post-high school training and education, summary of preparation and exploration program, approaches for the infusion of activities), (3) placement (telephone procedures, the job order form, the job match, referral process, job development), and (4) follow-up. Appendixes contain a personal needs survey form, follow-up survey, sample student data collection forms, sample for recording employer data, and a sample employer job order form. (TA)
Descriptors: Data Collection/ Employment Opportunities/ Guides/ High School Graduates/ *Job Placement/ Job Training/ *Occupational Guidance/ Occupational Information/ *Program Development/ Resource Materials/ Secondary Education/ Secondary School Counselors/ Secondary School Students/ Student Placement/ *Vocational Counseling/ *Vocational Development/ Vocational Followup

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ED143791 08 CE012025
Colloquium Series on Career Education for Handicapped Adolescents. 1976.
Purdue Univ., Lafayette, Ind. Dept. of Education.
76 115p.; For a related document see CE 012 024
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Texts from videotaped presentations which were part of the project "Interactive Television Colloquium Series on Career Education for Handicapped Adolescents" are presented in this document. (The project focused on responding to the need for preservice and inservice training for those individuals who are responsible for preparing handicapped students--particularly mentally handicapped--for meaningful employment.) The first two presentations, titled "Career Education: Where We Came From, Where We Are, and Where We Should Be Going" and "Developing Career Awareness: The Foundation of a Career Education Program," are by Oliver P. Kolstoe. The first presentation discusses the development of career education for the handicapped from a historical perspective. The future of secondary programs for the mentally retarded is also covered. The second presentation serves to provide the special education teacher with ideas about programs and curricular materials to enhance career awareness. A number of commercial materials are described in detail. The third presentation, "Career Exploration: An Integral Part of the Career Education Program" by Gary M. Clark, discusses various aspects of career exploration for the handicapped adolescent. The final presentation, "Preparing the Handicapped for Gainful Employment" by Fount G. Warren, focuses on the shortcomings of typical secondary school programs for the mentally retarded. (SH)
Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ Educational Needs/ Handicapped Students/ Inservice Teacher Education/ *Instructional Materials/ *Mentally Handicapped/ Preservice Education/ *Program Development/ Secondary Education/ Teacher Responsibility/ Vocational Development

ED142814 08 CE012085
How to Develop a Summer Career Exploration Program for 7th, 8th, and 9th Grade Students.
Woods, Harlan, Jr.
Kentucky Valley Educational Cooperative, Hazard.
14p.; For related documents see CE 012 085-086, CE 012 089-090, CE 012 093-094, CE 012 096, CE 012 098-099, and CE 012 101-103
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
One of several booklets focusing on the development of different components of a career education program, this guide is intended to direct personnel in local school systems in the development of a summer career education exploration for seventh, eighth, and ninth grade students. In a question/answer format, the document defines the program, presents a five-step procedure for developing such a program, provides ideas for publicity, discusses how to conduct the program, and concludes with suggestions for evaluation. (BM)
Descriptors: *Career Exploration/ Junior High Schools/ *Program Development/ Program Evaluation/ Program Guides/ Publicize/ *Summer Programs
Identifiers: Kentucky

ED142744 CE011717
A Guide for Designing and Implementing a Middle Grades Occupational Exploration Program.
North Carolina State Dept. of Public Instruction, Raleigh.
75 136p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Guidelines for designing, implementing, and conducting occupational exploration programs for grades 7-9 are contained in this document, which was developed for use with public schools in North Carolina. Discussion covers the philosophy of occupational exploration, mission statement, continuing objectives for grades 7-9, program description of occupational exploration, program scope, exploratory laboratory description and sequencing, staff size and scheduling, facilities, equipment, teaching materials and supplies, information on the Career Exploration Clubs of America, strategies for implementing an occupational exploration program, recommended personal characteristics and competencies of staff, and guidelines for teacher certification and program evaluation. Appendixes, which make up the greater portion of the document, are intended to aid local units in designing inservice programs, arranging various laboratories for exploratory programs, purchasing equipment, selecting supplies and teaching materials, and developing instructional material. Each laboratory is described outlining some possible occupational cluster combinations. Equipment and materials lists are provided to assist in purchasing those most appropriate for exploratory experiences. Each laboratory has an instructional prototype for individualizing instruction. The appendixes are titled as follows: Proposal for Inservice Education, Business and Office Occupations, Environmental Occupations, Service Occupations, Occupational Information Center, and General Information. (TA)
Descriptors: Career Education/ *Career Exploration/ *Cognitive Processes/ Educational Administration/ Educational Objectives/ Facility Guidelines/ *Facility Planning/ Inservice Teacher Education/ Instructional Materials/ Intermediate Grades/ Junior High Schools/ *Learning Activities/ Learning Laboratories/ Middle Schools/ *Occupational Clusters/ Program Development/ Program Guides/ *Program Planning/ Resource Guides/ Resource Materials/ Teacher Role/ Teaching Skills
Identifiers: North Carolina

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ED141998 EC101356

Developing and Implementing a Vocational Education Awareness Program for Handicapped Students in the Cherokee High School.

Casey, Edwin R.

Apr 77 54p.; Mini Practicum, Nova University

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

A practicum was developed at Cherokee High School (Georgia) for providing equal opportunities for mildly handicapped students to gain competencies necessary to succeed and advance in a chosen occupation. The curriculum involved the following: the high school principal (responsible for developing and implementing the program); vocational specialist (responsible for managing the existing school and community resources and formulating the interdisciplinary program); the interdisciplinary team (with each member responsible for identifying and designing the curriculum in his individual discipline); public relations (responsible for developing awareness, creating enlightenment, and stimulating involvement); the 16 students (meeting criteria which included inability, because of handicaps, to succeed in regular vocational programs); scheduling in the vocational education awareness program; counseling of the students and parents by the vocational specialist; placement of the students in a personalized program; the instructional program made up of instructional options which included skill training, fulltime employment, and placement in sheltered workshops; and a training plan for each student which outlined tasks and expectations. Measures of students' attendance, grades, personal qualities, employment, and occupational task performance supported the effectiveness of the curriculum. (SBH)

Descriptors: *Career Awareness/ *Curriculum Development/ *Handicapped Children/ Individualized Instruction/ *Interdisciplinary Approach/ Job Training/ *Program Descriptions/ Program Effectiveness/ Secondary Education/ Vocational Adjustment/ *Vocational Education

ED141607 CE011756

The Open Door between Community and Classroom...How IPAR Puts It All Together to Provide Action-Oriented Face-to-Face Learning Opportunities to Help Schools Prepare Today's Youth for Tomorrow's World.

Institute for Public Affairs Research, Inc., Portland, Oreg.

17p.

Available from: Institute for Public Affairs Research, Inc., 516 S.E. Morrison Street, Suite 710, Portland, Oregon 97214 ($5.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

IPAR, whose name originally stemmed from its official name--Institute for Public Affairs Research, Inc.--is described as a nonprofit organization operating in Portland, Oregon, and designed to bring students and their teachers into closer contact with all aspects of the working world by (1) recruiting community resources as speakers in classroom for occupational exploration and to offer work experiences, (2) operating a central scheduling center through which teachers can tap these resources, and (3) providing training and orientation for community participants to upgrade the quality of their involvement. After a brief description of IPAR's activities and services, guidelines are offered for developing an IPAR-type program. These guidelines cover organizational suggestions during initial stages, selling the community and schools, sample outline of procedural steps, and suggested job descriptions for staff of an IPAR-type program. (SH)

Descriptors: Business/ Career Education/ Career Exploration/ *Community Resources/ Elementary Secondary Education/ Guidelines/ Industry/ Personnel Selection/ Program Descriptions/ *Program Development/ School Community Relationship/ *Staff Role/ *Student Experience/ *Vocational Development

Identifiers: *Institute for Public Affairs Research/ *Oregon / Oregon (Portland)

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ED139922 08 CE010889
Career Counseling and Placement. Columbia City School System, Columbia, Mississippi. Final Report.
Alcorn, John D.; Fredrick, David L.
University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.
Jun 75 102p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Bureau No.: V001JVZ
Grant No.: OEG-0-74-1685
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
The project for the Columbia (Mississippi) School District was designed (1) to establish a model program of career counseling and placement which would lend itself to overall evaluation and have potential for replication and dissemination to other districts throughout the State and region, and (2) to determine the effects, if any, of this program on the vocational assurance and vocational anxiety of high school students, and on teacher attitudes towards career education. Project evaluation procedures involved the development and testing of hypotheses which would determine the accomplishment of the project objectives. Findings showed that the project was instrumental in reducing students' vocational anxiety and increasing their vocational assurance. There was also a positive increase in the teachers' attitude toward career education. This report is presented in four sections: Section I covers the project purpose, research hypotheses, definition of terms, procedures, experimental design, instruments, and statistical analysis of data; section II describes the Career Planning and Placement Program; section III contains results and findings as they relate to the research hypotheses; and a section IV includes the summary, conclusion, and recommendations. An 18-page career education and development bibliography, questionnaires, and other instruments used in the project are included in the appendixes. (WL)
Descriptors: Career Education/ Career Planning/ Community Involvement/ Educational Research/ High School Students/ *Job Placement/ *Program Development/ *Program Effectiveness/ Program Evaluation/ Questionnaires/ *School Community Relationship/ School Districts/ Secondary Education/ Student Evaluation/ Teacher Attitudes/ *Vocational Counseling/ *Vocational Development
Identifiers: *Mississippi/ Mississippi (Columbia)

ED136061 08 CE010366
Planning for Career Education. Grades 7-9.
Burkhart, Phil
Pocatello School District 25, Idaho.
279p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.: V361033L
Grant No.: OEG-0-73-2993
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
This guide describes a program designed to assist local school leaders in developing a career exploration program for grades 7-9. It is designed for implementation in the classroom structure and curriculum and is divided into seven sections: Introduction, Teacher Training, Career Resource Information Bank (CRIB), Field Trips, Positive Action, Evaluations, and Teaching Units. The 14 teaching units cover art, drafting, earth science, English, guidance and counseling, health and life science, home economics, industrial arts, mathematics, music, physical education, social studies, speech, and typing. Each of the units contains some or all of the following elements: Overall obectives, rationale, specific performance objectives, learning activities, sources of information, materials, resource people, budget summary, evaluation, hands on project. (TA)
Descriptors: Behavioral Objectives/ Career Education/ *Career Exploration/ Curriculum Guides/ Decision Making Skills / Field Trips/ Fine Arts/ Fused Curriculum/ Health Education/ Home Economics/ Industrial Arts/ Inservice Teacher Education/ Junior High Schools/ *Learning Activities/ Learning Modules/ Mathematics Curriculum/ Occupational Guidance/ Physical Education/ *Program Development/ Resource Materials/ Science Units/ *Skill Development/ Social Studies Units/ *Student Development/ Teacher Developed Materials/ Typewriting/ Units of Study
Identifiers: Idaho

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ED136055 08 CE010280
DISCOVER: A Computer-Based Career Guidance and Counselor-Administrative Support System. Final Report. July 1974-August 1975.
Harris-Bowlsbey, JoAnn
Northern Illinois Univ., De Kalb.
75 142p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Bureau No.: V0132VZ
Grant No.: OEG-0-74-1751
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Based on the Computerized Vocational Information System (CVIS), Project DISCOVER was conceptualized in three parts: Guidance subsystem for direct use by individuals at three age levels (grades 4-6, grades 7-12, and adult) seeking career guidance; the counselor-support subsystem; and the administrator support subsystem. Guidance development and technical development were the two components of the project from July 1, 1974 to August 31, 1975. This report describes the project in two sections, according to its two components. Overall project objectives are contained in the first section (Guidance Development) along with a discussion of accomplishments, major activities and events, problems, and publicity activities. The second section (Technical Development) covers technical aspects of accomplishments, major activities and events, problems, publicity, dissemination, other activities, staff employment and utilization, and staff development. Modules which were developed and input into the computer system are described. Appendixes contain the following materials: Monthly progress reports, advisory board meeting minutes, guidelines for script preparation, field test site selection and evaluation plan, outline of inservice training program for counselors, contracts with publishers, plan for dissemination and maintenance of DISCOVER, budget, suggested division of funds, abstract and newsletter, DISCOVER system flowcharts, data base descriptions, administrative applications, and list of DISCOVER programming support functions. (TA)
Descriptors: Career Planning/ *Computer Assisted Instruction / Computer Oriented Programs/ Computer Programs/ *Counselor Role/ Elementary Secondary Education/ Guidance Services/ Instructional Systems/ Learning Modules/ *Occupational Guidance/ Post Secondary Education/ *Program Administration/ Program Descriptions/ *Program Development/ Program Evaluation / *Vocational Development
Identifiers: DISCOVER

ED136037 08 CE010190
Pontiac Adult-Student Learning System. Final Evaluation Report. Project Years 1973-76.
Heitzeg, Howard; Jeter, Kaye
Pontiac City School District, Mich.
72
76 78p.; Several pages of the Evaluation Design Worksheets may not reproduce well
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.: V361048
Grant No.: OEG-0-73-5287
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
The Pontiac Adult-Student Learning (PALS) Program's three years of operation are described in this report. (The primary goal of the project was to broaden the career horizons and aspirations of students in Pontiac's (Michigan) two high schools through an instructional program which would include student work experience through cooperative efforts between area industries and businesses and the Pontiac schools.) Five major sections are included: Statement of Problem, Overview of Project, Goals and Objectives, Data Analysis and Conclusions, and Evaluation Design Worksheets. The major portion of this report is included in the section, Data Analysis and Conclusions, in which each of the following project outcomes and supportive data are examined: Teacher inservice training; delivery of followup for inservice participants; pilot one semester placement program for 11th and 12th grades; institute support of the project by business and industry; disseminate the PALS curricula throughout district, State, and nationwide; pilot and research program for girls on choosing nonsex role stereotyped occupation; place PALS in the regular school day as a regular class; complete a followup of PALS students; continue career classes and increase number of students in program; involve parents in PALS program; and research decisionmaking process. Tables, graphs, and other supplementary information are included. (SA)
Descriptors: *Career Exploration/ Data Analysis/ Demonstration Projects/ Job Skills/ Program Descriptions/ *Program Development/ *Program Effectiveness/ School Districts / *School Industry Relationship/ Secondary Education/ Skill Development/ *Vocational Development/ *Vocational Education/ Vocational Followup/ Work Experience Programs
Identifiers: Michigan/ Michigan (Pontiac)
73

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ED136018 08 CE010148
A Career Education Counseling Project. Final Report.
Corpus Christi Independent School District, Tex.
Aug 76 106p.; For related documents see CE 010 149 and ED 118 785
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: 502-V65-0015
Grant No.: OEG-0-73-5255
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Covering the period of June 1975 to June 1976, the final year of a 3-year career education counseling project in the Corpus Christi schools, this report describes activities focused on implementing career education concepts into new project schools while maintaining and improving activities in the first- and second-year schools. Components of the project emphasized awareness and career orientation for K-6, established career resource areas in junior high school libraries, and developed career guidance and placement centers in the senior high schools. The placement component continues to provide employment experiences to individual students. Conclusions reported include the following: Positive career education (CE) movement and involvement throughout the school district has occurred and objectives are being achieved. Teachers, students, and administrators feel that CE is effective and is a worthwhile expenditure of resources in terms of student development. Materials are viewed as motivational in that the relationship between education and life are explored. Data indicate that students appreciate the opportunity to experience decisionmaking strategies. Community representation in the schools has established a liaison between business and education. Appendixes contain outlines of content for staff development workshops and lists of instructional materials for use at various grade levels. (TA)

Descriptors: Administrator Attitudes/ *Career Education/ Comprehensive Programs/ Counseling Programs/ Curriculum Development/ Demonstration Programs/ Elementary Secondary Education/ Occupational Guidance/ *Program Development/ *Program Effectiveness/ Program Evaluation/ School Districts/ Student Attitudes/ Teacher Attitudes/ *Vocational Development
Identifiers: Texas (Corpus Christi)

ED135795 SP010854
An Integrated Pre-Service/In-Service School-Based Teacher Education Model.
Heck, Shirley F.
Feb 77 35p.; Paper presented at the annual meeting, Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The preservice, inservice, field-based teacher education program of Ohio State University is designed as an integration of theory and practice involving preservice students with local children during all four years of their career preparation, under the close observation of university instructors. The inservice portion of the program was developed in part to counteract the uncritical identification of student teachers with their cooperating teachers' methodologies and in part to expose inservice teachers to new methods and theories. Techniques used for these purposes included freshman practical experience in supervision coupled with inservice teacher participation in field-based methods courses, summer institutes, workshops, tours, debates, etc. Evaluation of inservice teachers' performances in these programs are used to identify good teachers and enlist their services for cooperating teacher positions. The core of the program is a series of preservice professional growth experiences, divided into three phases: (1) a freshman year concentration, "Focusing on Self and Choice of Career," concerned with developing, through field experiences, an adequate picture of self and role, testing the role concept against reality, and modifying the concept to satisfy the student and benefit society; (2) a sophomore year program, "Exploring the School within the Context of Community," concerned with identifying the school microcosm and school-community relationships, educational psychology, and a possible future synthesis seminar; (3) methods course blocks in various curricular groupings (Introductory courses; Language Arts; Math, Social Sciences and Science; Fine Arts; Integrated Interdisciplinary Block; Student Teaching Experience) designed to allow students an opportunity to work at one school for a considerable portion of each school day over a significant period of time. (MB)

Descriptors: Career Awareness/ *Career Exploration/ Cooperating Teachers/ *Field Experience Programs/ Inservice Teacher Education/ Methods Courses/ *Preservice Education/ *Program Descriptions/ Role Perception/ School Community Relationship/ Self Concept/ Student Teaching/ *Teacher Education/ Teaching Methods/ Time Blocks
Identifiers: Ohio State University Mansfield Branch

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ED134843 08 CE010140
An Exemplary Career Education Program in the Great Falls Public Schools (K-14). Final Report.
Jackson, Frances
Great Falls Public Schools, Mont.
30 Jun 76 360p.; For a related document see CE 010 139
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Report No.: CAN-2081600 Bureau No.: 502AB50002A
Grant No.: OEG-381-75-0006
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Description, data, and conclusions are presented for a 3-year career education project in the Great Falls Public Schools (Montana) which focused on the systematic development of components which would be transportable and operationally effective. Major developmental emphases of the project are noted and include staff training, curriculum revision and guides, identification, acquisition and distribution of appropriate instructional resources, career information centers, a community resource center, and coordination of services to provide for various forms of work experience. Achievements of the project in each major goal area are summarized. Conclusions presented indicate that as a result of the project, career education has become a significant facet of public school programs in the school district and has had an important role in enhancing educational processes. Appendix A contains the 1975-76 evaluation design and the forms used. Appendix B contains an action inventory, and appendix C contains edited interim reports for 1973-74 and 1975-76. (TA)
Descriptors: *Career Awareness/ Career Choice/ *Career Education/ *Career Exploration/ Curriculum Development/ Educational Assessment/ Educational Objectives/ Elementary Secondary Education/ *Information Utilization/ Program Descriptions/ *Program Development/ Program Effectiveness/ Program Evaluation/ School Community Cooperation/ School Districts/ *Staff Improvement/ Statistical Analysis/ Tables (Data)/ Vocational Development/ Work Experience Programs
Identifiers: *Montana/ Montana (Great Falls)

ED134703 CE009314
A Triangular Teaching Process: Using Mass Communication as a Media to Integrate Vocational and Academic Curricula through Cooperative Efforts of a Public High School, a Vocational School, and a Four Year College. Final Report.
List, Frank A.
Owensboro Public Schools, Ky.
Jun 76 19p.; For a related document see ED 115 949
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Bureau No.: C048804409
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
In order to offer students guidance about the rapidly increasing field of communications, Apollo High School developed a cooperative radio and television communication program to be added to the English curriculum. The objectives of the project were (1) to utilize the expertise of the staff and the resources of Apollo High School, the Daviess County Vocational School, and Kentucky Wesleyan College to teach a high school course in radio-television communications, (2) to instruct students in the fundamentals of radio and television, from both technical and editorial viewpoints, and (3) to give students opportunities to explore mass communication careers--their strengths and weaknesses. Although some problems occurred involving use of local media services and school staff changes, the project resulted in a large number of students showing interest in a career in communications; enrollment in the English course also increased. This report includes a full description of the project methods and results, dissemination activities, inventory of equipment used, a curriculum guide, course outline, sample class log, and sample daily equipment schedule. (HD)
Descriptors: *Career Exploration/ Curriculum Development/ *Interinstitutional Cooperation/ *Mass Media/ *Program Development/ Radio/ Secondary Education/ Television/ Vocational Education
Identifiers: Kentucky

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ED134699 CE009216
Career Exploration/Industrial Arts (Student Managed Learning). An Adopter's Guide Referenced in "Promising Practices in Oregon Education, 1975."
Fairbanks, Dwight W.
Albany Union High School District No. 8J, Oreg.
Jul 75 512p.; Best copy available
Sponsoring Agency: Oregon State Dept. of Education, Salem.
Available from: Albany Union High School-8J, 2310 South Elm, Albany, Oregon 97321 ($13.50)
EDRS Price MF-$1.00 HC-$27.45 Plus Postage.
The Career Exploration/Industrial Arts program guide is based on experiences at two Oregon junior high schools. The program is unique in two respects: the learning is student-managed and the facility is a general open shop in which students plan and develop projects in a variety of activity areas. Student management consists of a notebook kept by each student of his activities and progress, allowing student experience in setting and achieving goals and in accounting for expenses. This system also saves many hours of recordkeeping for the instructor and provides for periodic assessment of students' work. Student-managed learning is reinforced through self-instruction when feasible. The open shop facility accommodates wood, metals, and drafting areas plus a range of other activities. Each activity area is self-contained with all tools, supplies, and instructional materials for the area. The open facility also increases opportunities for career exploration. The first third of the volume includes information on establishing such a facility by remodeling, new construction, and furnishing and installation. The second third consists of a series of worksheets for planning special projects. Appendixes, the last third, contain plan sheets for 10 basic project areas and student management system forms. (MF)
Descriptors: Career Education/ *Career Exploration/ Facility Requirements/ Flexible Classrooms/ Independent Study/ *Industrial Arts/ Industrial Education/ Junior High Schools/ Middle Schools/ Program Development/ Program Guides/ *Program Planning/ Recordkeeping/ *School Shops/ Secondary Education/ *Self Directed Classrooms/ *Shop Curriculum/ Student Projects/ Student Records/ Student Responsibility/ Worksheets
Identifiers: Oregon

ED133600 08 CE009716
Career Education for Persons in Rural Areas--Primary Focus on Adults 16 and Over. Final Report.
Paulsen, Russell
North Central Technical Inst., Wausau, Wis.
Aug 76 518p.; Several pages may not reproduce well due to faint, broken type. For related documents see ED 115 963-964 and CE 008 029
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: VT-103-550 Bureau No.: 502A550013
Grant No.: OEG-0-73-5292
EDRS Price MF-$1.00 HC-$27.45 Plus Postage.
Based on stated 3-year (1973-1976) project goals, career education activities were provided to the identified adult population (unemployed, underemployed, mid-career, high school dropouts, parents, and women) in rural areas of the North Central Vocational, Technical, and Adult Education District of Wisconsin. Project activities included classes, group sessions, counseling, career materials displays, tours, testing, and informational meetings. In addition, a materials resource center was developed, an inservice program was conducted, and dissemination and public relations activities were carried out. A third party evaluation was made of a selected school population in grades 3, 6, 9, and 12 and a variety of assessment instruments and survey forms were administered to the different participant groups. Some concluding results were these: Many project activities were found helpful; inservice programs assisted schools to expand career education; group meetings, workshops, and credit classes were the most successful inservice methods; and the last year brought some success in reaching disadvantaged groups. A major portion of the report (402 pages) consists of appended material, including public relations and dissemination records and samples, samples of inservice programs, sample adult career education programs, lists of career education materials, evaluation instruments, and the third party report. (NJ)
Descriptors: *Adult Education/ *Career Education/ Developmental Programs/ Inservice Teacher Education/ Instructional Materials/ Program Descriptions/ *Program Development/ Program Evaluation/ Questionnaires/ *Rural Areas/ Summative Evaluation/ *Vocational Development/ Workshops
Identifiers: Wisconsin

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ED133565 08 CE009638
An Exemplary Career Education Project for Southeast Arkansas. Final Report.
Robinson, Fred T., III
Monticello School District 18, Ark.
30 Jul 76 119p.; For a related document see ED 118 928
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Report No.: VT-103-496 Bureau No.: 502-V65-0019
Grant No.: OEG-0-73-5307
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
This final report of a 3-year project to introduce career education concepts into the schools of rural southeast Arkansas includes background information, descriptions of program variables, the third-party evaluation, and a followup study in vocational guidance. The report notes that program activities in grades K-7 focused on increasing students' career awareness, in grades 8-9 on career orientation and exploration, and in grades 10-12 on job preparation training, counseling, and referral. The evaluation report found that elementary students significantly increased their awareness of work and self, but little increase in these values was measured for the secondary students. It was recommended that the career education activities be continued and developed further, with special emphasis at the secondary level. Evaluation design summary charts are appended along with a followup study of 1974 and 1975 seniors for possible use in evaluation and revision of the educational programs. (MF)
Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ Demonstration Projects/ Elementary Secondary Education/ Occupational Guidance/ *Program Development/ Program Evaluation/ *Rural Schools
Identifiers: Arkansas

ED133478 08 CE009258
Humacao School District Research and Development Project in Career Education. Final Report.
Cruz, Ramon A.
Puerto Rico State Dept. of Education, Hato Rey.
Jun 75 123p.
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Bureau No.: V261050L
Grant No.: OEG-0-72-4349
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
This project was developed from an overall need in Humacao, Puerto Rico, for an occupation information program at all levels of the educational system to provide more knowledge about the new employment opportunities resulting from Humacao's changing labor market. Since prior to project implementation, schools were characterized by no activities related to career awareness experiences, very limited guidance and counseling services and placement services (for junior and senior high levels), and no formal teaching-learning program about the world of work, specific project goals were to (1) develop and implement a program at the elementary school level designed to increase awareness of students in terms of the broad range of options open to them in the world of work, (2) improve the guidance and counseling services to all grade levels, (3) improve career orientation and exploratory experiences at the junior high level, and (4) establish a placement service to insure the placement of all exiting students in either a job, a postsecondary occupational program, or a baccalaureate program. Emphasis was also placed on inservice training for teachers, counselors, and directors from the 11 participant schools. The project was reported successful in reaching objectives. There was an increased awareness of the importance of career education, and improved guidance and counseling services at all levels. The document contains a summary of the report, body of the report, and third party evaluations. Tables list schools served by zone, level, and enrollment during the years of the projects. Appendixes (65 pages) outline activities carried out at the elementary, junior, and senior high school levels and at the supervisory level. (TA)
Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ Elementary Secondary Education/ Guidance Programs / Inservice Teacher Education/ Job Placement/ *Occupational Guidance/ *Program Development/ Student Placement/ *Vocational Development
Identifiers: *Puerto Rico (Humacao)

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ED131325 08 CE009015
Coordinated Effort for Career Education. Final Report.
Grayson County Coll., Sherman/Denison, Tex.
1 Jul 76 204p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: 502V650017
Grant No.: OEG-0-73-5309
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Described in the report are the activities and accomplishments of a 3-year K-14 career education project serving over 21,000 students in 12 independent school districts, one parochial school, and a junior college. The project was composed of six components: Planning and implementation, occupational awareness (K-6), occupational investigation (grade 8), career exploration (grades 9-10), intensive group guidance for high school students, and placement and followup. For each of the components, a description of the program, goals and objectives, strengths and weaknesses, and future recommendations are presented. The third party evaluation by Educational Evaluations and Related Services is included in the document. An analysis of each component's accomplishments in terms of the stated objectives provides a measure of the success of the component. Ratings of staff and student achievements by project staff, counselors, school administrators, and other involved personnel are presented. Although the project was discontinued after the third year, superintendents have made applications for regular units to continue the exploration and investigation activities. Project forms and correspondence are appended. (RG)

Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ County Programs/ Elementary Secondary Education/ Junior Colleges/ *Occupational Guidance/ *Program Descriptions / *Program Evaluation
Identifiers: Texas

ED130071 CE008393
On the Way to Work: A Report on Career Exploration in Boston Middle Schools.
Tobin, Robert I.; And Others
American Institutes for Research in the Behavioral Sciences, Cambridge, Mass.
76 149p.
Sponsoring Agency: Boston Public Schools, Mass.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Information is provided in this report on existing career-related resources in Boston, and on what can be done to further the implementation of career exploration programs. Section 1 provides the historical and policy context for the information, analyses and recommendations. Section 2 describes national developments and strategies for implementation of career education. Section 3 details Boston's system-wide findings and recommendations related to career education. Section 4 enumerates several alternative designs for implementation of middle school career exploration programs and describes the current plan for implementing career exploration. Section 5 (80 pages) contains information on the existing resources of the Boston middle schools and recommendations for the improvement of the programs at each school. (TA)

Descriptors: *Career Education/ *Career Exploration/ Comprehensive Programs/ Curriculum Planning/ Home Economics/ Industrial Arts/ *Middle Schools/ Program Administration/ Program Descriptions/ Program Design/ *Program Development/ Program Effectiveness/ *Program Evaluation/ Program Planning/ Vocational Education
Identifiers: *Massachusetts (Boston)

DIALOG File1: ERIC 66-MAY78 (Item 74 of 121) User1210 17may78

ED130003 08 CE008075

Research and Development Project in Career Education. Cities of Yonkers and Syracuse, New York. Final Report. Volume I of II.

New York State Education Dept., Albany.

11 Aug 75 72p.; Not available in hard copy due to marginal legibility of original document. For a related document see CE 008 076

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.: VT-103-152 Bureau No.: V361008L

Grant No.: OEG-0-73-2982

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

In this report, descriptions are given of two career education projects in Syracuse and Yonkers, which are designed to serve as models for their respective areas, are transportable to other districts, and emphasize guidance, counseling, and developmental activities at the elementary level. Syracuse's Life Centered Curriculum program is presented as one in which all educational experiences, curriculum, instruction, and counseling are geared to preparation for economic independence, personal fulfillment, and an appreciation of the dignity of work. Activities in the Yonkers program are designed to: (1) Demonstrate the most effective methods and techniques in career education to meet the total student population needs, (2) demonstrate the most effective methods and techniques for retraining teachers, counselors, and administrators to infuse a total career education program, and (3) communicate career education philosophy and methods to career education practitioners. The report is divided into two sections--Summary of the Report and Body of the Report. Both sections give (in brief and extensive form, respectively) the following information for both projects: (1) Goals and objectives, (2) description of the general project design and procedures, (3) results and accomplishments, (4) evaluation, and (5) conclusions, implications, and recommendations for the future. A bibliography is appended. (SH)

Descriptors: *Career Awareness/ *Career Education/ *Curriculum Development/ Demography/ Demonstration Projects/ Elementary Education/ Fused Curriculum/ *Inservice Education/ Needs Assessment/ Pilot Projects/ Program Administration/ Program Descriptions/ *Program Development/ Program Planning/ School Personnel

Identifiers: New York (Syracuse)/ New York (Yonkers)

ED129676 SO009450

Project Business: Businessmen United with Schools in New Economics for Social Studies. Handbook.

Meridian Municipal Separate School District, Miss.

76 38p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

A high-school-level field experience program in economic education in Meridian, Mississippi, is described. The program provided exposure to various careers as well as experience with economic processes. Each student spent several weeks in a variety of business, industrial, and manufacturing organizations. Students learned the background of each organization, personnel policies, operating areas, and payroll and accounting procedures. Every two weeks students met in classroom seminars for follow-up activities, reinforcing principles and concepts they had learned on the job. Students who participated received one-half unit of credit toward graduation. In a pilot phase, one group of students, which did not receive supplementary classroom instruction, performed significantly lower on the Test of Economic Understanding than did the students with supplementary instruction. In the Handbook, the Sponsors Section describes the program, basic economic concepts emphasized in the seminars, and a schedule of seminars. The Student Section explains the program and students' responsibilities and gives a sample of the evaluation form to be filled out by sponsors for each student. (AV)

Descriptors: *Career Awareness/ *Economic Education/ Educational Programs/ *Field Experience Programs/ Learning Experience/ Organizations (Groups)/ *Program Descriptions/ *School Community Programs/ Secondary Education/ Statistical Analysis

DIALOG File1: ERIC 66-MAY78 (Item 76 of 121) User1210 17may78

ED128614 CE007906
Exploratory Education: A Career Model.
Johnson, Olin Chester
11p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
The Urban Career Education Center (UCEC) is an alternative experimental high school for students classified as potential dropouts. It began operating in 1972 founded on the premise that the real goal of a worthwhile education should be the preparation of students for a productive and satisfying life in their chosen careers. The UCEC model includes close interaction with and utilization of educational, industrial, business, and other community resources to insure that students gain the proper tools for acquiring marketable career skills. The program is divided into three phases. The major thrust of Phase 1 is orienting students to UCEC, diagnosing student strengths and potential problems in academic and personal areas, and exposing students to a variety of career information. Phase 2 includes basic classroom instructional activities and career exploratory ("hands-on") field experiences. Phase 3 deals primarily with advanced or specialized experiences for students in their career interests. From an analysis of student records it was concluded that while most of these students were low achievers at their former schools, they showed a high level of academic and personal growth at UCEC. (TA)
Descriptors: *Alternative Schools/ *Career Education/ *Career Exploration/ Educational Alternatives/ Educationally Disadvantaged/ Educational Objectives/ *Experimental Schools/ Federal Programs/ *Potential Dropouts/ *Program Descriptions/ Public Schools/ School Community Programs/ School Industry Relationship/ Secondary Education/ Student Adjustment/ Student Problems/ Underachievers/ Urban Education/ Vocational Development
Identifiers: Pennsylvania (Philadelphia)/ UCEC/ Urban Career Education Center

ED126391 CG010680
Career Guidance: An Implementation Model for Small High Schools. A Maxi I Practicum.
Stevens, Richard; And Others
Jan 76 170p.; Ed.D. Dissertation, Nova University
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
The purpose of this practicum was to design, develop, and implement a career guidance program for small high schools. The program description would act as a model for implementation at other high schools desiring a career guidance program. The method of communicating the program to others was the writing of a "how to" book which others would use as a guide. The practicum resulted in the development and implementation of a career guidance program at Del Paso High School, Walnut Valley Unified School District, Walnut, California. The process of implementation was evaluated at each step with good results. The process is to be described in a "how to" book which is in the process and, hopefully, will be published. (Author)
Descriptors: Career Choice/ *Career Education/ Guides/ High Schools/ Models/ *Occupational Guidance/ Practicums/ *Program Development/ Secondary Education/ *Small Schools/ *Vocational Development

ED126319 95 CE007452
Language Experience Based Awareness Plus Hands On Exploration Plus Competency Based Preparation = A School Based Total Career Education Model. Interim Report (July 1, 1975-June 30, 1975).
Admiral Peary Area Vocational-Technical School, Ebensburg, Pa.
Sep 75 247p.; Not available in hard copy due to marginal reproducibility
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: VT-102-300 Bureau No.: V361012
Grant No.: OEG-0-73-5272
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
The report covers the second year of a three-year project to develop a career education continuum for grades K-14 in participating Pennsylvania school districts. Emphasis was on dissemination procedures to schools for the major project components: curriculum infusion for grades 1-8, Singer Carrels exploratory component for grades 6-8, career experience component for grade 9, and other project activities (postsecondary, community, and army reserve militia program). Described in the report are the process and product objectives and project design. For each of the components, major accomplishments, conclusions, discussion, and recommendations are delineated. A 27-page third party evaluation report by Educational Research and Development Associates is included. The evaluation design utilized student testing, survey questionnaires, and observation. It was concluded that the project has been very successful but staff size and financial limitations do not support a large scale effort. It was recommended that resources should be concentrated at particular grade levels or in one target school. Appendixes comprise 162 pages and include materials and information on curriculum infusion, the Singer Carrel program, materials relating to the career experience program, and report of the career militia project. (RG)
Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ Comprehensive Programs/ Demonstration Programs/ Elementary Secondary Education/ Integrated Curriculum/ Post Secondary Education/ *Program Development/ *Program Evaluation / Vocational Development

DIALOG File1: ERIC 66-MAY78 (Item 79 of 121) User1210 17may78

ED126280 CE007300
Career Education Handbook for Implementation: Program Development: Exploration Guide.
Michigan State Career Education Advisory Commission, Lansing.
34p.; For related documents, see CE 007 301 and ED 121 981
Sponsoring Agency: Michigan State Dept. of Education, Lansing.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
The handbook is designed to be an introduction to a larger collection of materials on career education which are available through the Michigan Department of Education. It is a "do-it-yourself" suggestion book for districts who have not yet developed their plans for career education, as well as for those that are already immersed in initial planning or experimental implementation. Part A is an introduction to career exploration providing a discussion of its definition, major concepts, and expected outcomes. Part B presents a model exploration program which reflects what is felt to be the furthest advances in the state of the art. It describes various stages of the model: preliminary stage (role awareness), experience stage (role identification and exploration), and the planning stage (role participation-career planning). Part C, implementing career exploration programs, discusses some of the aspects of exploration programs that are essential to their success: (1) prerequisites, (2) curriculum planning (internal and external curriculum and support systems), (3) coordination needs, (4) teacher and counselor responsibilities, and (5) special counseling responsibilities for administrators and community persons. (Author/BP)
Descriptors: Career Awareness/ Career Education/ *Career Exploration/ Curriculum Development/ Educational Needs/ Educational Planning/ Elementary Secondary Education/ Guidelines/ Guides/ *Models/ Program Design/ *Program Development/ *Program Guides/ Program Planning/ School Community Relationship

ED124844 CG010632
Career Awareness Mini-Seminars: A Guide.
Hackney, Larry H.; Williams, Calvin E.
75 23p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The career awareness miniseminars are designed to assist community college students in gaining awareness of various careers and occupations associated with the courses they are taking. These seminars are essentially group career guidance sessions conducted cooperatively by counselors and instructors. They are conducted in a classroom setting and are an integral part of the course offering. The seminars are designed as a means of providing career information services to students at their convenience rather than requiring them to seek out the information. This is especially important in educational settings where students basically spend time on campus only during their class hours--such is the case with commuting students. This publication is intended as a guide to developing and conducting career awareness miniseminars. The emphasis is on the community college, but the concept can be used in secondary schools and four-year colleges, or in any setting where clients are in need of career awareness services. (Author)
Descriptors: *Career Awareness/ Career Planning/ *Course Content/ *Group Guidance/ Guides/ Junior Colleges/ *Junior College Students/ Needs Assessment/ *Occupational Guidance/ Occupational Information/ *Program Development/ Seminars

DIALOG File1: ERIC 66-MAY78 (Item 81 of 121) User1210 17may78

ED124794 95 CE007429
Research and Development Project in Career Education. Final Report.
Russellville Public Schools, Ark.
31 Jul 75 61p.; For related document, see CE 007 428; Bulletin board and classroom activities in the elementary grades will not reproduce well in microfiche due to faded type
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Report No.: VT-102-955 Bureau No.: V361037L
Grant No.: OEG-0-73-2971
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Described in the report are the background, objectives, activities, and accomplishments of a two-year career education project. Program objectives for each year are outlined in terms of overall objectives, and objectives of the elementary, career education, guidance and counseling, and placement components. Major activities of the year included establishment of a career exploration laboratory containing individual study carrels at the high school and development of a "shadowing" program, in which a student spent a working day with a person employed in his or her career interest area. Accomplishments are reported in five main areas of concern: (1) establishment of a close working relationship with the community, (2) inservice activities that emphasized the role of the teacher, (3) provision for continuation of the program after Federal and State funding ceases, (4) stressing more activities in the affective and psychomotor variables, and (5) initiation of placement and followup activities as a continuing process. Appendixes (35 pages) include: a bibliography, forms, examples of career awareness and career exploration classroom activities, and pages from a staff-prepared guide to community occupational information. Based upon observation and personal interviews, the guide provides employment data for each industry and a job profile for each position. (RG)
Descriptors: Career Awareness/ *Career Education/ Career Exploration/ *Developmental Programs/ *Elementary Secondary Education/ *Program Descriptions/ Public School Systems/ *Vocational Development
Identifiers: Arkansas (Russellville)

ED124743 95 CE007359
A Career Education Project on the Mississippi Gulf Coast. Final Report.
McMinn, James H.
Mississippi State Board for Vocational Education, Jackson.
Jul 75 138p.; Pages 54-73 and 122-134, containing xeroxed copies of newspaper photographs and articles about the project, were removed from the document and are not included in the pagination
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Report No.: VT-120-867
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
The report contains a summary of the project activities and the third party evaluations for the academic years 1973-74 and 1974-75. Discussed in the summary are the objectives and accomplishments of the past year for elementary, junior high, and senior high school levels. The areas of dissemination, data collection, staff utilization, and staff development are emphasized. Each evaluation report contains: a detailed description of the geographic, economic, and social factors of the school district; program objectives and implementation for that year; the evaluation analysis; recommendations; and summary. The overall goal of the project was to provide students with sufficient occupational awareness and exploratory experiences to make sound career decisions. The program was implemented to accomplish 10 objectives in attaining this goal, and the evaluation team assessed results for each of these objectives. Evaluation procedures included data collection; analysis of records, reports, and program activities; analysis of input from staff, parents, students, and consultants; and student test results. It was concluded that the goal and objectives of the career project had been adequately met. Test scores are included in the evaluation reports. (RG)
Descriptors: *Career Awareness/ *Career Education/ Curriculum Evaluation/ Demonstration Programs/ *Elementary Secondary Education/ Integrated Curriculum/ *Program Development/ *Program Evaluation/ School Community Cooperation / Summative Evaluation
Identifiers: Mississippi

DIALOG File1: ERIC 66-MAY78 (Item 83 of 121) User1210 17may78

ED121991 95 CE006749
The Utilization of National, Social, and Human Community Resources in the Process of Student Career Awareness Development.
Peters, Richard Oakes; Fisher, L. Timothy
New Hampshire Supervisory Union 58, Groveton.
Apr 76 67p.; Paper presented to the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1976)
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
New Hampshire Supervisory School Union 58 is the site of an experimental schools project, and the career education program developed in the rural area is discussed. Three towns and four schools constitute the Union, and include Northumberland, Stark, and Stratford. Based on a community needs assessment, the National Institute of Education funded project has utilized human and natural resources to foster positive attitudes toward learning and to develop community resource facilities as learning centers. A comprehensive (K-12) career education program utilizing field trips, lesson cards, guest speakers, minicourses, and worksite placement has been developed by staff members, based on career awareness testing and item analysis data. Item analysis has indicated specific occupational areas where efforts can be concentrated to raise career awareness levels in students. Appended material takes up over half the document and includes a variety of program related materials: needs assessment forms; resource guide, with sample lesson plan; area seminar listing; worksite objectives; inservice training strategies; sample awareness lesson; career awareness and maturity inventory; tables with statistical and intervening activities data; and cost analysis. (Author/LH)
Descriptors: *Career Awareness/ Career Education/ *Community Resources/ Cost Effectiveness/ *Curriculum Development/ Elementary Secondary Education/ Human Resources/ Learning Activities/ *Program Development/ Program Evaluation/ Rural Education/ *Rural Schools/ Teacher Developed Materials
Identifiers: *New Hampshire/ New Hampshire Supervisory School Union 58

ED121932 95 CE005516
Project CAREER/Handicapped. Final Report.
Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
Sep 74 35p.; For Interim report, see ED 070 824; Appendix A, Third Party Evaluator's Report, is not included in the document
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.: V261011
Grant No.: OEG-0-72-5170
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
The final report covers the three phases of Project CAREER/Handicapped, the purpose of which was to design a system of coding behavioral objectives which would document the skills that could be attained by special needs students. Project objectives and procedures are discussed. The major results and accomplishments of the project include the following: (1) coding of 19,325 behavioral objectives, (2) utilization of three special needs consultants for every special needs area, (3) development of a battery of instruments which were utilized to evaluate the gains of the students, (4) establishment of several publications which documented project activities, (5) conducting a major conference on the application of the data bank for special needs students, (6) Presenting the purpose and programmatic functions of the project to major educational conferences, (7) conducting several inservice training sessions with the special needs consultants, (8) establishment of inservice training systems and a preservice graduate level course, (9) completion of a document which describes the rationale for coding, and (10) tentative analyses of the social needs coding with reference to the project data bank. An analysis of the pre-and post-data pertaining to the special needs students of three pilot programs is appended. (Author/EC)
Descriptors: Achievement/ *Career Education/ Developmental Programs/ Educational Objectives/ Elementary Secondary Education/ *Handicapped Students/ Program Content/ *Program Descriptions/ *Skill Development/ *Vocational Development
Identifiers: *Project CAREER

ED119065 CG010371
Report on Occupational Exploratory Training Project, December 1974-March 1975.
McQuaid, J. M.
Prince Edward Island Dept. of Education, Charlottetown.
Mar 75 49p.; Best copy available; Not available in hard copy due to marginal legibility of original document
Sponsoring Agency: Department of Manpower and Immigration, Ottawa (Ontario).
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
This is a report on a pilot project in occupational exploratory training sponsored by Canada Manpower. The project is an attempt to cope with the problems of Manpower clients who are undecided about an occupational goal, and to help prevent the placement of clients in programs unsuited to them. This report provides a background to the project, describes the program content and methodology, and concludes with a summary of recommendations. (SJL)
Descriptors: Adults/ *Demonstration Programs/ Manpower Development/ *Occupational Guidance/ *Program Descriptions/ Program Evaluation/ *Vocational Counseling/ *Vocational Development/ Young Adults
Identifiers: Canada/ *Prince Edward Island

DIALOG File1: ERIC 66-MAY78 (Item 86 of 121) User1210 17may78

ED118949 CE006519

A Guideline for Career Awareness Programs for the Elementary Schools: Part 3, What About Vocational Education? Revised.

Washington Office of the State Superintendent of Public Instruction, Olympia.; Washington State Coordinating Council for Occupational Education, Olympia.

73 65p.; Photographs will not reproduce in microfiche; For related documents, see ED 110 677-680

EDRS Price MF-$0.83 HC-$3.50 Plus Postage

The guide was designed to assist those involved in developing a career awareness program for the elementary grades (kindergarten through six). It presents basic elements of program planning and suggested approaches or activities. Selection of activities is discussed in a section of the guide which describes general types of activities for lower, middle, and upper elementary grades grouped into three classifications: self-perception, integration of occupational information into the curriculum, and integration of occupational information into cocurricular activities. Three major program goals are identified: exploration and assessment of personal attitudes and interests, examination of work roles and occupational possiblities, and development of understandings of basic skills related to effective employment. These goals are listed with concepts which are followed by objectives for each grade level. Based on these goals and concepts, suggested learning activities are presented by grade level according to a format which includes: the goal, general concept, objectives, suggested subject area, the activity, learner expectations, and notes to the teacher. Appended is a five-page resource list of books and audiovisual aids which includes grade level, program goal, and curriculum area designations for each item. (Author/MS)

Descriptors: Activity Learning/ Behavioral Objectives/ *Career Awareness/ Career Education/ Curriculum Development/ Educational Objectives/ *Elementary Education/ Guidelines/ Learning Activities/ *Program Development/ Program Guides/ *Program Planning/ Resource Guides/ Self Concept

ED118934 CE006499

Continuing Project in Career Awareness: Grades K Through Six for Union County: Annual Report.

Union County Intermediate Education District, La Grande, Oreg.

30 Jun 74 38p.; Some parts of text may not reproduce clearly due to marginal print quality

Sponsoring Agency: Oregon State Dept. of Education, Salem.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

The project was designed to familiarize students, teachers, administrators, parents, board members, and others with the concept of career awareness through personal involvement. Emphasis was placed on the various aspects of assessment, planning, implementation, and continuation of the Awareness Program within the existing curriculum in each school of Union County Intermediate Education District (IED). The project involved 2,300 students in grades one through six, 86 teachers, and 30 to 50 school personnel. The accomplishments of the project include inservice programs for staff development, instructional programs, and materials and curriculum development. Assessment and evaluation materials are appended and make up a major part of the document. Appendix A presents the results of the Spring, 1974 career awareness survey based on a questionnaire given to teachers. Appendix B presents separately the results of a career awareness assessment survey given to teachers and students in Grades 1-2, 3-4, and 5-6. The survey, conducted in October, 1972, was designed to determine the career awareness needs of teachers and students. Two third party evaluations of the project are presented in appendix C and D, with generally favorable observations. (Author/EC)

Descriptors: *Career Awareness/ Career Education/ County Programs/ *County School Systems/ Educational Assessment/ Educational Objectives/ Educational Programs/ *Elementary Education/ Program Attitudes/ *Program Descriptions/ *Program Evaluation/ Questionnaires/ School Surveys/ Student Attitudes/ Teacher Attitudes

Identifiers: Oregon (Union County)

DIALOG File1: ERIC 66-MAY78 (Item 88 of 121) User1210 17may78

ED115836 CE005661
Final Report of Subcommittee No. 3 of Implementation Task Force on Education and Training for Minority Business Enterprise.
Pierce, William F.
Office of Education (DHEW), Washington, D.C.
Oct 75 23p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
The overall objective of Subcommittee No. 3 of the Implementation Task Force on Education and Training for Minority Business Enterprise was to effect actions required to implement two recommendations in the final report of the initial task force. The two recommendations were: (1) to establish a minimum of 12 pilot programs in entrepreneurial career awareness and training for minority youth at the elementary and secondary levels and for youth outside the established school systems, and (2) to establish a minimum of six pilot programs in entrepreneurial career awareness and training for adults. The document contains a suggested plan for implementation, or timetable, for fiscal year 1975-76; a two-page discussion of sources for funding; a chart providing detailed information on projects already funded in 1975, with five pages of supplementary information; and a three-page discussion of the prospects for institutionalization of Subcommittee No. 3 programs, which are all pilot, or demonstration, programs. Some provisions which have already been made to assist these programs in continuing beyond the life of the current or pending contracts or grants are recounted, and efforts being made toward information dissemination are described. (Author/AJ)
Descriptors: Adults/ Adult Vocational Education/ Business/ *Business Education/ *Career Awareness/ Continuation Education / *Demonstration Projects/ Educational Finance/ Elementary Education/ Grants/ Information Dissemination/ Minority Group Children/ *Minority Groups/ Negro Businesses/ Out of School Youth/ *Program Development/ Secondary Education

ED115785 CE005607
Give Our Children Room to Grow.
Woal, S. Theodore
Philadelphia School District, Pa. Vocational Guidance Service.
6p.; Not available in hard copy due to marginal reproducibility; For related documents from Room to Grow Program, see CE 005 606-608
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
A program to develop career aspirations in middle school students has been implemented in the Philadelphia Public Schools and is entitled "Give Our Children Room to Grow." It utilizes a series of teacher guided projects; dialogues with resource persons from industry, business, and upper schools; field trips; pupil created projects; and hands on activities to expand the students' awareness of the relationship between school, home, community, and jobs. Different aspects of the program are discussed, and include: Focus on Pupils, with manuals and resources materials for teachers and workbooks for students, encouraging informal discussions interrelating education, the individual student, and the world of work; Visitors to the Classroom, including representatives from industrial and commercial establishments, near peers, and those requested by students to serve as role models and to provide occupational information; Career Choice, discussing the influence significant people may have in determining a child's area of interest and touching on educational relevancy; Environments, encouraging thoughts about future communities; and The Self, encouraging verbalizaton of hoped for personality development. Responses from children participating in the program are included, and it is stated that they are indicative of the value of the program as a motivational educational device. (LH)
Descriptors: *Career Awareness/ *Career Choice/ Career Education/ *Career Exploration/ Educational Objectives/ Educational Programs/ Junior High Schools/ Occupational Aspiration/ *Program Descriptions/ *Relevance (Education)/ School Community Relationship/ School Industry Relationship/ Self Actualization
Identifiers: Pennsylvania (Philadelphia)/ Room to Grow Program

ED115784 CE005606
A Suggested Coordinated Program for Developing Career Appraisal Insights for Middle School Students.
Woal, S. Theodore
Philadelphia School District, Pa. Vocational Guidance Service.
19p.: Not available in hard copy due to marginal reproducibility; For related documents from the Room to Grow Program, see CE 005 607-608
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Seven fundamental developmental needs in the culture and in child development are seen as sustaining career education goals, with career education programs helping each student meet them: (1) mastering requirements for physical wellbeing; (2) understanding physical and emotional changes; (3) accepting the self; (4) accepting, understanding, and loving others; (5) recognizing responsibilities to others; (6) becoming independent; and (7) developing the ability to face reality. The suggested program involves the following areas: role of staff in educational and vocational planning; vocational orientation; activities in vocational development; career orientation programs; industry orientation programs; industry orientation trips, including purpose, basic procedures, and school follow-up; faculty orientation programs, including the economic, social, cultural, and educational environment of the community; and career materials resource center. (LH)
Descriptors: *Career Awareness/ Career Education/ *Career Exploration/ *Educational Objectives/ Educational Planning/ Educational Programs/ Junior High Schools/ Learning Activities / *Program Descriptions/ School Community Relationship/ School Industry Relationship/ *Self Actualization/ Staff Role
Identifiers: Pennsylvania (Philadelphia)/ Room to Grow Program

ED114680 CE005762
Project EVA: Early Vocational Awareness.
Cox, William W.
Highline Public Schools, Seattle, Wash.
73 142p.: Pages 139 and 140 will not reproduce in microfiche
Sponsoring Agency: Washington State Board for Vocational Education, Olympia. Vocational Research Div.
Report No.: VT-102-211
EDRS Price MF-$0.76 HC-$5.97 Plus Postage
Three elementary schools in districts of the Seattle, Washington area were the target of project EVA (Early Vocational Awareness) which developed career awareness resource materials. The document consists of two major components: sample instructional materials (40 pages) and information about the project (60 pages). The 14 multi-use resource packages designed for instructional use include two for each grade (K-6) and contain physical activities and supporting media. Each package emphasizes a cluster of occupations and contains objectives, activities, materials such as field trip site suggestions, available resource speakers, a teacher's guide, and testing materials. Guidelines used in development included emphasis on a greater number of occupations, additional occupations for girls, methods for finding and grouping occupational information, emphasis on ability and training, realistic job descriptions, relation of classroom skills to future jobs, use of a variety of media including "hands-on" experiences, and integration of material within existing curriculum. The appended final report includes teacher and student evaluations and student growth data. (Author/KJ)
Descriptors: *Career Awareness/ *Educational Resources/ *Elementary Education/ Elementary School Curriculum/ *Instructional Materials/ Learning Activities/ Occupational Clusters/ *Program Descriptions/ Program Evaluation
Identifiers: Washington (Seattle)

ED114610 CE005474
Work Education: What Is It and How Do I Get Involved? (Information for the Prospective Employers).
Pima County Developmental Career Guidance Project, Tucson, Ariz.
31 Jul 75 12p.: For related document, see CE 005 475
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Information for prospective employers of students involved in a work education program sponsored by the Pima County Developmental Career Guidance Project is presented in the document. Two of the project's programs are described: (1) Work Exposure, aimed at providing seventh through twelfth grade students with an opportunity to observe on a job site for approximately 10 hours, with some participation, no pay or credit, and classroom followup and (2) Work Experience, aimed at providing tenth through twelfth grade students with an opportunity to spend approximately eight hours per week for about three-quarters of a school year on the job, with pay and credit possibilities. Child labor laws for the State of Arizona, job limitations, student I.D. cards, and insurance are discussed. Participating schools will provide a pretraining program, determining the student's interests and abilities. The project center will locate job sites, schedule interviews, and conduct pre- and post-evaluations. A school sponsor will regularly visit the work site. Work Experience programs will require employer and student evaluations. Sponsor and evaluation forms and an employer expectations list are included. (LH)
Descriptors: Career Education/ *Career Exploration/ Cooperative Education/ *Program Descriptions/ Records (Forms)/ School Community Programs/ *School Industry Relationship/ Secondary Education/ *Work Experience Programs
Identifiers: Arizona (Pima County)

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ED113539 CE005075
Guide for Establishing Programs of Vocational Exploration.
West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
61p.
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Developed to assist local educational agencies in developing vocational exploratory programs for ninth and tenth grade students, the document outlines activities that emphasize self-exploration and occupational information. Information needed to assess the direction and limits of individual programs, identification of occupational groupings, and instructional program planning, (including program descriptions, goals and objectives, activities, and administrative procedure) are outlined. Business, environmental, industrial, and service occupations exploratory laboratory groupings and career resource center information are individually appended and make up the bulk of the document. Business occupations include business and office, distribution and marketing, communications and media; environmental occupations include agri-business and natural resources, environment, marine science, and recreation; industrial occupations include manufacturing, construction, transportation, fine arts and humanities; and, service occupations cover consumer and homemaking, health, personal service, and public services. Sample activities pertaining to the individual area job groupings, special facility considerations, and equipment lists are provided. Career Resource Center provides lists of necessary equipment, books, films, booklets, and tapes available. It is emphasized that programs should be designed to meet the needs of the students, capitalize on previous career education experiences, and contribute to subsequent high school and post high school opportunities. (LH)
Descriptors: Business Education/ *Career Exploration/ Environmental Education/ Industrial Education/ Learning Activities/ *Program Development/ Program Evaluation/ *Program Planning/ Resource Guides/ Secondary Education/ Service Education/ *Vocational Education

ED112030 95 CE004780
Mission Possible: Fargo Area Schools Work Experience Program: Annual Report. RCU Report No. 24.
Fargo Public Schools, N. Dak.; North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.
Jun 75 111p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-V00-32-VZ
Grant No.: OEG-0-74-1714
EDRS Price MF-$0.76 HC-$5.70 Plus Postage
The report describes the Mission Possible program, an alternative career exploration program for secondary school students in Cass County, North Dakota. The program is voluntary, flexible one in which students learn about careers at "career sites" in business and industrial establishments according to the following alternatives: observation, internship, released time, holiday and vacation period employment, or part-time employment. The report includes a review (with commentary) of the program's five objectives: identifying creative work experience approaches with business, industry, community, and civic organizations; improving student and employer satisfaction; identifying alternative work experience programs; developing procedures to utilize employment information; and providing inservice activities and services. The report includes a timetable for the implementation of the program from June 15, 1975 to May 1, 1976. It also includes six recommendations for expanding the program and reassessing its objectives in light of potential expansion. The report closes with a brief summary and conclusions. Almost three-fourths of the document is comprised of the following appendixes: map of Cass County, promotional material, letters and forms, appointment reminder card, legislative documents, questionnaire results, school participation chart, status report, letters received from community participants and school administrators, and lawyer's opinion of school liability. (JR)
Descriptors: Career Education/ *Career Exploration/ *Educational Programs/ Letters (Correspondence)/ *Program Descriptions/ Questionnaires/ Records (Forms)/ School Community Relationship/ School Industry Relationship/ Secondary Education/ *Vocational Education/ *Work Experience Programs
Identifiers: Fargo Area Schools Work Experience Program/ FASWEP/ Mission Possible/ North Dakota (Cass County)

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ED110761 CE004569
Career Awareness Materials. Final Report.
Bethel School District, Eugene, Oreg.
2 Jan 73 16p.; The outside evaluation report referred to in the document is not included
Sponsoring Agency: Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
The career awareness materials project concentrated on making visual aid materials and knowledge of their use available to the elementary school teachers in the Bethel (Oregon) School District. The program assisted staff members in developing new materials and made those materials available to other teachers in the District. The materials included bulletin boards, posters, games, kits, maps, study prints, realia kits, and study series. A survey of the teachers taking part in the project indicated that the materials are of assistance to those teachers acquainted with career awareness concepts, that additional inservice programs are needed for teachers to better understand the program and make better use of the materials, and that additional materials need to be collected to enhance resource availability. Demographic and statistical information for the District and a survey of project costs are included in the project summary. (JR)
Descriptors: *Career Awareness/ *Career Education/ Elementary Education/ Elementary School Teachers/ Instructional Materials/ *Material Development/ *Program Descriptions/ Resource Materials/ Surveys/ Teacher Developed Materials/ *Visual Aids

ED110638 CE004422
Career Education and the Rural School Curriculum.
Peters, Richard O.
Jul 75 14p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
New Hampshire Supervisory School Union 58--Experimental Schools project (Groveton, New Hampshire) has developed a rural schools oriented career education program for grades K-12, which incorporates the total community. The program focuses on three major themes: (1) Self Awareness--Who Am I? (kindergarten and grade 1), (2) Awareness of Community Workers (grades 1-3), and (3) Awareness of the World of Work (grades 3-12). In grades 3-6, emphasis is on student awareness of the world of work, while in grades 7-8 exposure to the world of work is through career guidance seminars, observational activities, and elective mini-courses. In grades 9-12, students are involved in elective mini-courses, career exploration seminars, and worksite placement. Teachers write their own career awareness lessons with assistance from the career/vocational education coordinator and then test them in their classrooms and revise them before distribution to other teachers. The Cornell Career Awareness Inventory and the Career Maturity Inventory are used to determine levels of career awareness and vocational maturity. An integral part of program development is direct teacher involvement in the process through in-service training. (EA)
Descriptors: *Career Awareness/ *Career Education/ Career Exploration/ Community/ Curriculum Development/ *Elementary Secondary Education/ Occupational Information/ *Program Descriptions/ *Rural School Systems/ Self Concept/ Vocational Development/ Vocational Maturity
Identifiers: New Hampshire (Groveton)

ED109417# CE004254
Cluster Concept in Vocational Education.
Maley, Donald
American Technical Society, Chicago, Ill.
75 234p.
Available from: American Technical Society, 848 East 58th Street, Chicago, Illinois 60637 ($6.50)
Document Not Available from EDRS
The cluster concept in vocational education addresses itself to issues of: job-entry preparation; geographic and occupational mobility; optimum employability for young adults; the processes by which occupational or career decisions are made; worker adaptability in a rapidly changing labor market; and the effects of continuous education on career ladders. Essential differences between a cluster concept vocational program and the traditional vocational program reflect the stress on breadth of preparation bridging over into skills and information for a series of related occupations versus depth in a single occupational category. Chapters 1 and 2 present basic ideas and rationale for the cluster concept in vocational education, while Chapter 3 emphasizes pyramidal and vertical-hierarchical structure patterns of cluster organization, as well as descriptions of specific programs throughout the nation. Chapter 4 deals with physical facilities and instructional patterns for cluster programs and is followed in Chapter 5 by a comprehensive presentation of the cluster concept developed at the University of Maryland. Chapters 6 and 7 deal with vocational education teacher recruitment and preparation for the cluster concept and cluster concept program evaluation. The concluding summary chapter highlights possible concerns of school systems in planning and implementing a cluster concept program.
Descriptors: Career Choice/ Career Planning/ Employment Opportunities/ Instructional Programs/ *Occupational Clusters/ Occupational Guidance/ *Occupational Information/ Post Secondary Education/ Program Design/ *Program Development/ Program Evaluation/ Program Planning/ Secondary Education/ *Vocational Development/ *Vocational Education/ Vocational Education Teachers

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ED106559 CE003731
Career Awareness Exemplary Project. Final Program Report.
Tuchscherer, Jerry
Dickinson Public School District 1, N. Dak.
Dec 74 57p.; Appendix A has been deleted because it cannot be reproduced: Prepared by staff at Dickinson Area Vocational High School
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
The guide briefly describes the objectives and content of a career awareness course consisting of a nine-week block (approximately 45 sessions) which was offered to all Dickinson Area Vocational High School students during their sophomore year. It gives week by week suggestions for implementing the career awareness program, including seminars, discussions testing devices, films and slides, and individual research projects, and provides as an example a typical detailed lesson plan for a 45-day program. A final synopsis provides assorted suggestions on program development and operation gleaned from the Dickinson experience. Two pages of specific recommendations to ensure the success of career awareness programs are included, as are 20 pages of appended materials relating to the Dickinson program and two pages of suggested resource materials. (JR)
Descriptors: *Career Awareness/ *Career Education/ *Curriculum Guides/ Lesson Plans/ *Program Descriptions/ *Program Development/ Program Guides/ Program Planning/ Resource Guides/ Secondary Education/ Vocational Education

ED106502 CE003660
Occupational Exploration Program: Evaluation Report Notebook--An Overview.
Altschuld, James W.; And Others
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Aug 74 42p.; For individual reports see CE 003 669-75
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The overview serves as an introduction to seven evaluation reports produced for the Occupational Exploration Program (OEP), a joint developmental effort of the Center for Vocational Education, Ohio State University, and the Jefferson County, Colorado public schools. The 1973-74 project was designed to provide occupational exploration experiences for junior high school students. The report contains a description of evaluation procedures employed by the program as well as an overall description of the program itself. The latter includes goals, objectives, and a discussion of simulation, the major technique used for delivering the program. The evaluation procedures section covers summative and formative evaluation concerns; general sampling; design parameters; and a brief description of the Reviser's Information Summary, the compilation of evaluation data that accompanies each of the seven OEP reports. The final section describes the evaluation instruments utilized and procedures followed. Discussed are: knowledge tests, affective tests, student module questionnaires, teacher evaluation logs, panel review procedures, and observer forms. (Author/MW)
Descriptors: *Career Education/ Educational Assessment/ Educational Objectives/ *Evaluation Methods/ Formative Evaluation/ Junior High Schools/ *Measurement Instruments/ Measurement Techniques/ Pilot Projects/ *Program Descriptions/ Program Design/ *Program Evaluation/ Reports/ Simulation/ Summative Evaluation
Identifiers: *Career Exploration/ Occupational Exploration Program/ OEP

ED105167 CE003437
Career Awareness for Elementary Schools.
East Providence School Dept., R. I.
72 15p.; For related documents, see CE 003 438-441; Not available in hard copy due to legibility of original document
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
The elementary program of career education, patterned after the elementary component of the East Providence Career Education Pilot Project, attempts to develop decision making skills, self direction, career awareness, and basic skills through greater individualization of instruction. This was accomplished by organizing activities around career-oriented interest centers and having ad hoc grouping of students work on basic skills. The document briefly discusses the program's principles, goals, career awareness, teaching methods, teaching techniques, classroom environment, the learner, interest or activity centers, basic learning skills, program content, a classroom diagram, steps for implementing the program, a self evaluation system, and a detailed outline of career education objectives and content. (Author/BP)
Descriptors: Basic Skills/ *Career Awareness/ *Career Education/ Curriculum Development/ Decision Making Skills/ Educational Objectives/ Educational Philosophy/ Educational Principles/ *Elementary Education/ Integrated Curriculum/ *Program Descriptions/ Teaching Methods/ Teaching Techniques
Identifiers: Rhode Island

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ED099518 CE002596
Abstracts of Exemplary Projects in Vocational Education.
Center for Adult, Vocational, Technical, and Manpower Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.
Jun 73 152p.
EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE
The purpose of the booklet is to provide overall background information on the Vocational Exemplary Projects, as well as an abstract of the activities being undertaken in each individual project. An opening section discusses the background for the initiation of projects under the provisions of Part D, Section 142 (C) of the Vocational Education Amendments of 1968. A trend is noted toward the development of a comprehensive educational program focused on careers, incorporating many components which have emerged from the experience gained in the nationwide network of Vocational Exemplary Projects. The major part of the document, 133 pages, consists of abstracts of individual projects in a standardized format, arranged in alphabetical order by the States in which the projects are located, with the District of Columbia and Puerto Rico at the end. Abstracts list the title of the project and project number, director, applicant organization, estimated total Federal funds, duration, and a description of the program divided into the categories of administrative structure, program design, program components (subdivided into occupational orientation, cooperative education, intensive job entry skill training, occupational guidance, counseling, and placement), and unique features. (Author/NH)
Descriptors: *Abstracts/ *Career Awareness/ *Career Education/ Demonstration Projects/ Educational Finance/ Educational Programs/ Elementary Education/ *Federal Aid/ Junior High Schools/ *Program Descriptions/ Secondary Education/ *Vocational Education
Identifiers: *Vocational Education Amendments 1968

ED098391 CE002492
Schools Council Careers Education and Guidance Project. Progress Report 1971-72.
Schools Council Careers Education and Guidance Project, Cambridge (England).
22 Nov 72 6p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Sponsored by the Schools Council (an independent national body responsible for curriculum and examinations), the project has been concerned with devising new materials in career education for pupils and teachers. The basic philosophy of careers education is a continuous process that actively involves students in discovering individual potentialities as well as the real world of work. It includes knowledge of basic employment facts, decision making skills, and the development of sufficient social competence. The materials will consist of: a foundation course for third year secondary education pupils, a continuation course for fourth and fifth year pupils, and a concluding course for sixth form pupils and students in further education. The foundation course has been divided into eight sections that correspond to issues of a newspaper which are used as starting points for lessons. Of the 180 schools in England, Wales, and Northern Ireland that are helping in the project, 30 schools are designated as pilot schools to be monitored by regular visits. The schedule for trial of continuation course materials is September 1973. The project encourages local units, involvement of teachers, and advisement from a consultative committee and advisory panel. (EA)
Descriptors: *Career Education/ Course Descriptions/ Curriculum/ *Foreign Countries/ Guidance Programs/ *Instructional Materials/ *Program Planning/ Secondary Education/ *Vocational Development
Identifiers: *Great Britain

ED098284 95 CE002223
Tucson Model Cities Exemplary Vocational Education Program. Final Report.
Michel, John T.
Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.; Tucson Elementary School District 1, Ariz.
30 Jun 74 250p.; Portions of several pages are illegible
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Bureau No.: 361160-FR
Grant No.: OEG-0-71-4168(361)
EDRS Price MF-$0.76 HC-$12.05 PLUS POSTAGE
A collection of materials from the Tucson Model Cities Exemplary Vocational Education Program consists of a 43-page summary of the project report and seven appendixes on advisory board personnel, elementary forms and materials, junior high materials, high school materials, dissemination/outside activities, evaluation of the Skill Training Extended Day Program, and a lengthy, detailed third party final evaluation. The report concluded that students showed affective and motivational gains at all levels of the project. At the elementary level cognitive gains were demonstrated primarily at the 4-6 grade level; the junior high gains were shown both in the World of Construction and the World of Manufacturing; changes in career goals were observed at the high school level. Included is a five-page bibliography. (BP)
Descriptors: *Career Awareness/ *Career Education/ Career Planning/ *Educational Programs/ Elementary Grades/ Junior High School Students/ *Occupational Guidance/ *Program Descriptions/ *Program Evaluation/ Records (Forms)/ Secondary Grades/ Vocational Education
Identifiers: Arizona

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ED089069 CE001119
Developing Career Education. Report #2: Exploration Through Technology.
Milford Public Schools, Nebr.; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
14 Jun 73 34p.; See CE 001 118 and 120 for related documents
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Bureau No.: V261012L
Grant No.: OEG-0-72-0803
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Summarized are the planning and implementing activities for the two-day program entitled Exploration Through Technology, developed as part of the Research and Development Project in Career Education, Milford, Nebraska. The proposal presents the utilization of the Nebraska Technical Community College as a community resource. Objectives were to provide secondary students with an exploratory experience, to provide students with at least one competency, and to enhance the concept of community services. Eighteen mini-courses (four to six hours in length) were provided in five curriculum divisions: business occupations, auto and diesel occupations, construction occupations, electrical and electronics occupations, and manufacturing and fabrication occupations. Examples of the course structure and content for three mini-courses are given, and results of evaluation procedures are presented. (SC)
Descriptors: *Activity Learning/ *Career Education/ College High School Cooperation/ *Program Development/ *Short Courses/ Student Experience/ *Technical Education
Identifiers: *Career Awareness

ED087910 CE001002
Henderson County Vocational Education Curriculum Integration Project: History Report, July 1, 1970-June 30, 1973.
Henderson County Public Schools, Henderson, Ky.
17 Jun 73 36p.
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The objective of the three-year project was to synthesize career education concepts from the literature and from practice into a continuous occupational information program for grades one through twelve. A variety of methods was used to implement the program: teacher-made lesson plans, "hands on" activities, and in-service workshops among others. The most effective method was the utilization of community resources. As a result of the program, career education has won acceptance within all phases of the school system and the community. Curriculum guides have been developed, resource centers established, and student awareness of career opportunities has increased markedly. External evaluation (in "on-site" visitations) and internal evaluation (in the form of various instruments) have been continuous. It was possible to conclude that the Henderson County school system has changed from the traditional subject oriented curriculum to one more life centered. (Statistical data are included to support the conclusions.) (AG)
Descriptors: *Career Education/ Community Resources/ Curriculum Development/ *Educational Programs/ Human Resources / *Program Descriptions/ *Program Effectiveness/ Program Evaluation/ Tables (Data)
Identifiers: *Career Awareness/ Kentucky

ED079950 EM011256
A CAI Literacy Development Program for Career-Oriented Youth.
Golub, Lester S.
Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.
73 11p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Computer specialists developed a computer-assisted instructional (CAI) literacy development program for career oriented youths, the goals of which were: 1) to enable illiterate and semiliterate youths (ages 14-21) to read at the 8th grade level in the area of their vocational choice; 2) to offer them job-oriented reading materials to assist in preparing them for jobs; and 3) to give them a sequence of career information. The program took advantage of a CAI's ability to store, evaluate, and feedback information, to engage student interest, and to individualize instruction. It used an IBM 1500 computer with Coursewriter II language and had a student display screen, keyboard, light-pen, random-access audio and image projectors, and playback-record capacity. The program obtained biographical information from students and directed them through a series of instructional units, criterion checks, and tests. Formative and tentative summative evaluations of student interests and learning demonstrated the capability of the system to offer them a useful reading program. (PB)
Descriptors: Career Planning/ *Computer Assisted Instruction / Formative Evaluation/ Illiteracy/ Illiterate Adults/ *Literacy/ Program Descriptions/ *Program Development/ Reading / Reading Instruction/ Retarded Readers/ Summative Evaluation/ Teenagers/ *Vocational Development/ *Young Adults
Identifiers: Coursewriter II Language/ IBM 1500 Computer

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ED079652 CG008123
The Georgia Plan for Career Education.
Bottoms, Gene
Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
May 73 10p.; Paper presented at National Vocational Guidance Association convention (Atlanta, Georgia, May 23-27, 1973)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The paper treats career education more as a concept than as a program, an approach that cuts across all program areas and has potential for achieving many stated educational objectives. First, the term "career" is discussed, including the connotation it carries of a purposeful life pattern and of a continuous, integrating process. Second, career education is examined as a process through which an individual discovers himself, achieves a self-determined life goal, and acquires competencies necessary for achieving self-fulfillment. Third, the principles underlying the Georgia plan are outlined: (1) a comprehensive and integrated approach, (2) a developmental career education program, (3) integrated learning, (4) self development, and (5) value principles-those considered of prime importance to the career education curriculum. (Author/SES)
Descriptors: *Career Education/ *Career Planning/ Developmental Programs/ Educational Objectives/ *Individual Development/ *Program Descriptions/ Self Concept/ Self Expression/ State Programs/ *Vocational Development

ED078197# VT020393
Identification of In-Service Personnel Development Needs in Career Awareness for Portland and Seattle Elementary Schools.
Syhlman, Bill Duane
Jun 73 224p.; Ph.D. Dissertation, Oregon State University, Corvallis
Available from: University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, MI 48103 (MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
To determine the professional in-service development needs of fourth, fifth, and sixth grade teachers in the metropolitan school districts of Portland and Seattle, 160 elementary teachers responded to 84 need statements through the utilization of a Q-Sort card deck and also identified priorities in meeting their professional in-service needs. Analyses of the data included the development of a matrix to determine the top 20 priorities elementary teachers identified as being important for their professional in-service development. Primary mean scores and the results for the tests of all primary and subsidiary hypotheses were analyzed for each of the 84 dependent variables. Based on the results of the analyses, it was recommended that the 20 priority items be considered when developing professional in-service programs for elementary teachers and that the eight major areas of career awareness be included in such a program. These areas are: (1) individual self-awareness, (2) economic and social awareness, (3) educational awareness, (4) awareness of careers, (5) decision-making abilities, (6) work understanding and job skills, (7) work aptitudes and appreciations, and (8) other areas of career awareness. (Author/SB)
Descriptors: *Career Education/ Doctoral Theses/ *Educational Needs/ Educational Research/ Elementary Grades/ *Elementary School Teachers/ Inservice Programs/ *Inservice Teacher Education/ *Program Development
Identifiers: *Career Awareness

ED073318 VT019279
Guidelines for an Orientation and Exploration Career Education Program in Middle School/Junior High.
Hooks, Vandalyn L.
Aug 72 90p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
This publication has been compiled to provide educators with information, ideas, examples, and guidelines for establishing or implementing an orientation and exploratory career education program at the middle or junior high school level. Sections of the manual include: (1) a definition of career education and its role, (2) a discussion of the rationale for an orientation and exploratory program and listing of students' needs which should be met by such a program, (3) identification of the essential elements of a career education program and suggestions for implementing a program, (4) a discussion of the importance of behavioral objectives and how to write them, (5) use of community resources, (6) suggested curriculum for learning activities for a career education program, and (7) a bibliography of publications, programs, and materials concerning career education. (SB)
Descriptors: Bibliographies/ *Career Education/ *Guidelines/ *Junior High Schools/ Learning Activities/ *Middle Schools/ Occupational Information/ *Program Development/ Student Needs
Identifiers: *Career Exploration/ Career Orientation

ED073287 VT018992
Bibliography of K-6 Career Education Materials for the Enrichment of Teacher and Counselor Competencies (E[illegible] Project).
Peterson, Marla; And Others
Eastern Illinois Univ., Charleston. Center for Educational Studies.
Oct 72 201p.
Sponsoring Agency: Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Contract No.: OEC-0-72-4626
EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE
Prepared for staff of the Enrichment of Teacher and Counselor Competencies in Career Education (EIC) Project but of use to local school personnel in developing K-6 career education programs, this annotated bibliography contains career education materials found through a review of research reports, articles in professional journals, and commercially and non-commercially published materials. Entries are arranged according to these categories: (1) Theory, Rationale, Philosophy, which includes professional materials listed alphabetically by author or title, (2) Non-Commercial Materials, which includes curriculum guides, projects, and units listed alphabetically by state, (3) Commercial Materials, which contains books and audiovisual materials listed according to types of packaging (films, books, etc.) and content relating to self-development, world of work, and occupational clusters, (4) Measurement and Evaluation Instruments, which lists instruments for measurement of self-awareness and occupational interest in young children, and (5) Bibliographies. In addition to titles and author(s), each entry contains publication information and an annotation, which was either written by ETC staff or was reproduced from abstracts appearing in "Research in Education" (RIE), "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), or "Abstracts of Research Materials in Vocational and Technical Education" (ARM). (SB)
Descriptors: *Annotated Bibliographies/ Audiovisual Aids/ Bibliographies/ *Career Education/ Curriculum Guides/ Educational Research/ *Elementary Grades/ *Instructional Materials/ Measurement Instruments/ *Program Development/ Teaching Guides/ Textbooks/ Vocational Development
Identifiers: *Career Awareness/ Career Exploration/ Enrichment of Teacher and Counselor Competencies/ ETC

ED073251 VT018608
Career Education Model.
Career Education Center, Sheboygan, Wis.
9p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This Career Education Model graphically describes and identifies six major components useful in planning, organizing, and implementing career education programs: (1) career planning and preparation, emphasizing decision making, (2) community input, (3) curriculum development by means of total staff involvement, (4) job placement, (5) self-concept, and (6) world of work, providing occupational awareness experiences. These developmental concepts, useful from pre-school through adult educational levels, include a sampling of integrated project activities, listed with their chief component. District-wide commitment and responsible leadership are necessary to implement any career education model. (AG)
Descriptors: *Career Education/ Career Planning/ *Community Role/ Developmental Programs/ Elementary Grades/ Graphs/ Integrated Activities/ *Models/ Post Secondary Education/ Program Development/ *Program Planning/ Secondary Grades/ Self Concept/ *Staff Role/ Vocational Development
Identifiers: *Career Exploration/ World of Work

ED073249 VT018605
Career Orientation Program. Final Report.
Lazzerini, Karen
East Hartford Board of Education, Conn.
1 Jun 72 17p.
Sponsoring Agency: Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
In its first year, a developmental career orientation program for an integrated curriculum in the East Hartford, Connecticut, school system at the elementary level implemented a wide range of "real-life" activities, field trips, and resource speakers. Focusing on occupations in the community, this career awareness project met educational needs and program objectives successfully. A teacher workshop, which preceded the introduction of instructional units, provided participants with an overview of the program's objectives, teaching procedures, resource materials, learning activities, and evaluation techniques. Ideas for next year's career education activities are listed. (AG)
Descriptors: *Career Education/ *Developmental Programs/ Educational Needs/ Educational Objectives/ *Elementary Grades/ Instructional Innovation/ Integrated Curriculum/ Learning Activities/ *Program Descriptions/ *Program Development/ School Community Relationship/ Teacher Workshops/ Vocational Development
Identifiers: *Career Awareness

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ED068709 VT017250
Career Assessment Program: Stamford High School. Final Report.
Stamford Public Schools, Conn.
30 Jun 72 50p.
Sponsoring Agency: Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The interdisciplinary career assessment program is an experiment in curriculum revision begun in 1969 at Stamford High School, Stamford, Connecticut, for the purpose of providing instruction relevant to the needs of 86 slow learners and disadvantaged youth. The cluster concept and correlation of classroom materials to occupational assessment and skill training were essential to the program. Intended to increase self-understanding and vocational exploration, improve student adjustment to school, develop basic skills, motivate further education, and stimulate joint educational planning between the school and the community, the career education program has met with above-average success. Recommendations include: (1) proper teacher selection, (2) small class size, (3) addition of cooperative work experience activities, (4) greater student involvement in curriculum development, and (5) additional provision of materials appropriate for female program participants. Further study is suggested on the implications of the program materials for all youth and for the development of career education models. Anecdotal records, questionnaires, surveys, and standardized tests were used to evaluate the program. (AG)
Descriptors: *Career Education/ Curriculum Development/ *Disadvantaged Youth/ *High School Students/ Interdisciplinary Approach/ Occupational Clusters/ Occupational Information/ *Program Descriptions/ Program Evaluation/ Resource Materials/ Skill Development/ *Slow Learners/ Vocational Development
Identifiers: *Career Exploration/ Stamford High School

ED068634 VT016757
A Guide to Career Education.
District 1 Technical Inst., Eau Claire, Wis.
72 128p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
This guide resulted from the Career Education Workshop conducted at District One Technical Institute, Eau Claire, Wisconsin in June 1972. It is intended to introduce the essential elements and concepts of career education and the world of work into post-secondary and adult education curriculums. The model guide, to be tested during the 1972-73 academic year, is flexible enough to be applicable to all of the programs offered at the District One Technical Institute and may also be used after evaluation in other post-secondary institutions. The eight elements and 16 concepts of career education are graphically presented in the model guide by charts and text. The section on activities related to the concepts could be used as a sample workbook. Included in the guide is a bibliography of resource materials on general vocational guidance and also on specific occupations. Other data from the workshop appear in the appendix. (MF)
Descriptors: Adult Education/ Attitudes/ *Career Education/ Career Planning/ Decision Making Skills/ Job Skills/ *Models/ *Post Secondary Education/ *Program Guides/ Resource Materials/ Self Actualization/ Technical Institutes/ *Vocational Development
Identifiers: Wisconsin

ED067454 VT016476
An Exemplary Program in Occupational Education in Typical Kansas Rural, Rural-Urban and Urban School Settings. An Evaluation Report.
Kansas State Advisory Council for Vocational Education, Topeka.
71 140p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-0-70-5179
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
This second annual evaluation of three federally funded integrated model vocational education programs in the elementary and secondary grades presents program descriptions, evaluations, and recommendations separately for each comprehensive program. Selected as representative of rural, rural-urban, and urban settings in Kansas for use in similar school situations, the Clay Center, Lawrence, and Kansas City school systems carried out inservice teacher education and "real-life" student activities focusing on self awareness, occupational awareness, community resources, job clusters, and specific employment skills. Innovative techniques in this exemplary project included on-the-job training, field trips, resource speakers, audiovisual programs, and new curriculums in industrial arts and home economics. Background information for each community and school system is provided, dealing largely with socioeconomic factors. Quantitative, qualitative, and product evaluations are summarized, as well as staff perceptions of the programs. Tables present the data, gathered from school reports, staff and teacher interviews, class visits, and questionnaires. (AG)
Descriptors: Behavioral Objectives/ *Career Education/ Community Resources/ *Developmental Programs/ Elementary Grades/ Inservice Teacher Education/ Integrated Curriculum/ *Program Descriptions/ *Program Evaluation/ Rural School Systems/ Rural Urban Differences/ Secondary Grades/ Tables (Data)/ Urban Schools/ *Vocational Development
Identifiers: *Kansas

ED067453 VT016449
New Developments in Manpower Programs.
Department of Labor, Washington, D.C.
71 52p.: Reprint from the 1971 Manpower Report of the President
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
This reprint of a chapter from the annual comprehensive Presidential report on the nation's manpower problems and federal programs discusses: (1) major legislative developments, (2) program evolution and innovation, (3) meeting the needs of special groups, (4) administering and delivering manpower services, (5) strengthening the unemployment insurance system, (6) programs for veterans and servicemen, and (7) equal employment opportunity. Revenue sharing, decentralization, welfare reform, and occupational health and safety constitute major areas of Presidential concern. Programs for the disadvantaged, the handicapped, and for minority groups are delineated focusing on job training and program improvements. Various tables present the data. (AG)
Descriptors: Employment Trends/ Equal Opportunities (Jobs)/ *Federal Programs/ *Manpower Development/ Manpower Needs/ Manpower Utilization/ Minority Groups/ *Program Descriptions/ *Program Improvement/ Special Programs/ Tables (Data)/ *Vocational Development

ED066590 VT016459
The Continuation of the South Carolina Research Coordinating Unit of Vocational Education (November 1, 1971 - July 31, 1972). Progress Report.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.; South Carolina Vocational Education Research Coordinating Unit, Clemson.
4 Aug 72 175p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-6-2748
Grant No.: OEG-2-6-062748-2073
EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE
This progress report on the activities of the South Carolina Research Coordinating Unit of Vocational Education from November 1, 1971 through July 31, 1972 outlines its major accomplishments, detailing the results of vocational education surveys and presenting a career education plan and time schedules for the research projects in the extensive appendixes. Comprehensive school surveys of vocational education were conducted in seven districts, curriculum guides in 14 occupational areas and a microfilm career information system were developed with research grants, and a federally funded pilot project for a comprehensive career education program will be implemented in 1972. Projects on adult vocational education improvement, job placement, and guidance counselor inservice training will continue, as will the development of an operational plan for the Research Coordinating Unit. Two manpower reports by the State Employment Security Commission were disseminated and technical assistance was provided to local school districts. (AG)
Descriptors: Annual Reports/ *Career Education/ Curriculum Guides/ Government Role/ Information Dissemination/ Occupational Guidance/ *Program Development/ Program Evaluation/ Resource Materials/ State Programs/ *Statewide Planning/ *Surveys/ *Vocational Development/ Vocational Education

ED064516 VT016130
A Guide to the Self-Directed Career Program: A Practical and Inexpensive Vocational Guidance System.
Holland, John L.; And Others
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Mar 72 54p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: JHU-R-126 Bureau No.: BR-6-1610
Grant No.: OEG-2-7-061610-0207
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
This report presents the Self-Directed Career program, an inexpensive program designed to provide vocational guidance to all high school students, college students, and adults who desire it. The report discusses the need for such a program, the costs involved, the materials required, and how to use them. Appendix A provides some of the basic and supplementary materials, plus source information for other materials. Appendix B provides suggestions for evaluation techniques that counselors can apply to evaluate the success of the program. (Author)
Descriptors: Autoinstructional Aids/ Career Choice/ *Career Education/ Career Planning/ *Guidance Programs/ Occupational Guidance/ Occupational Information/ Program Costs/ Program Development/ *Program Guides/ Tables (Data)/ *Vocational Counseling/ *Vocational Development
Identifiers: *Self Directed Search

ED061421 VT014758
Central Area Schools Occupational Development Program. Interim Report.
Caldwell, H. Lynn
Seattle Public Schools, Wash.
Dec 71 394p.
Sponsoring Agency: Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Grant No.: OEG-0-71-1171(361)
EDRS Price MF-$0.76 HC-$19.67 PLUS POSTAGE
This study reports the first year of an exemplary program at Garfield High School, Seattle, where a program of occupational skills was instituted as a regular part of the comprehensive school curriculum. First year objectives included efforts to: (1) plan and develop limited operation of vocational-technical programs, (2) establish technical advisory groups in the skill areas, (3) individualize the curriculum, (4) provide inservice training for staff, and (5) enroll one-fourth of the student body or 250 students in an occupational development program. Major accomplishments of these efforts included: (1) More than 130 persons were involved in the initial planning of the program, (2) By September 1970, 14 courses had been initiated and some 300 students enrolled, and (3) Staff development was furthered through two workshops in 1970-1971 for all program staff. A major recommendation of the report is that the middle school area of career orientation and education should be fully developed during the second year program. (JS)
Descriptors: *Career Education/ Career Planning/ *Curriculum Development/ *Developmental Programs/ Inservice Education/ Occupations/ *Program Development/ Program Evaluation/ Program Planning/ Relevance (Education)/ Student Needs/ *Vocational Development/ Vocational Education
Identifiers: Exemplary Project in Vocational Education/ Seattle Public Schools

ED046041 CG006132
A Prevocational and Social Adjustment Program for Educable Retarded Adolescents: A Pilot Project. Milwaukee Media for Rehabilitation Research Reports. Number 10.
Beedy, Vernon; And Others
Curative Workshop of Milwaukee, Wis.; Wisconsin Univ., Milwaukee.
Jan 71 50p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The primary object of this project was to provide a program encompassing vocationally-oriented enrichment activities for the educable retarded adolescent, whose retardation can be defined in terms of the following developmental areas: (1) educational; (2) mental; (3) social; and (4) vocational. Included in this report are sections on: (1) an introduction including a description of activities; (2) vocational adjustment which discusses role playing, counseling, films, interests, and tours; (3) educational adjustment which discusses teaching units on several subjects, classroom procedures, and choosing a curriculum; (4) social adjustment which discusses parents' attitudes and vocational goals, parents' evaluation of the program, and results; and (5) evaluation of the project, by client, parent and staff. (Author/KJ)
Descriptors: *Activities/ Adolescents/ *Educable Mentally Handicapped/ Mentally Handicapped/ Mental Retardation/ Program Descriptions/ *Program Design/ *Social Adjustment/ Vocational Adjustment/ Vocational Counseling/ *Vocational Development

ED033255 AA000425
Orientation Approaches to Increase Student Awareness of Occupational Options.
Sloan, Nancy
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Nov 69 16p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-6-2487
Contract No.: OEC-3-6-002487-1579-(010)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This annotated bibliography includes research and innovative programs on vocational orientation. The emphasis is upon increasing student awareness of career possibilities at all grade levels through effective exploratory programs. Suggestions for program development are included. (NS)
Descriptors: *Bibliographies/ Career Choice/ Elementary Schools/ *Guidance Programs/ *Program Development/ Secondary Schools/ *Vocational Development

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